

SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

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PE-5 INCLUSIVE EDUCATIONS AND GENDER

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unit:1 Introduction to Inclusive Education

inclusive Education: Meaning, Concept and need

Introduction:

A few years ago there was a separate school system for differently-abled children. In this system, children with disabilities are separated from other children, education was provided, i.e. special schools were arranged for the differently abled children considering them as problem children and keeping them apart from the mainstream of education. Such children, if educated separately from regular schools, become alienated from other children and cannot adjust with them. Sometimes a child with special talents has different needs than other children with disabilities. Sometimes children coming from a particular community or society have different needs and expectations than other children. Language and culture also cause differences in the needs of children. It is the duty of a democratic nation to create equal educational opportunities to make every child a participant in education by acknowledging the uniqueness of all these types of diversity.

The National Education Policy-2020 has given special emphasis on inclusive education. It contains Section: 1 School Education Chapter- 6 Inclusive education and future planning are discussed in detail in 'Equity and Inclusive Education: Inclusive Education' and Section: 2 Higher Education Chapter- 14 Equity and Inclusion in Higher Education'. Enrollment of all eligible children in the age group of 6 to 14 years according to their age as per Right to Education Act 2009 and various Acts and Schemes of Govt. This includes children who have never entered school, children who have dropped out of school, children with disabilities, etc. Special training is also arranged for the teachers so that such children can join the general stream after attaining the ability according to their age group. A school is a miniature version of society. All the diversity of society is reflected in the school. Every school has all kinds of diversity like caste, caste, communities, language, culture, customs etc. These multiple variations vary from child to child. It is a reality that one child is completely different from another and the needs of

one child are also different from another. Every child has different characteristics in terms of caste, gender, ability to absorb knowledge, socio-economic status, linguistic differences, cultural differences and emotional feelings. It is the duty of every democratic nation to provide equal opportunity for education to everyone while acknowledging all these distinctive characteristics. The key to acceptance of this diversity is the prevalent concept in the current education system – inclusive education, inclusive education has emerged as a very positive concept and guiding principle for equality in education. In this unit we will discuss the meaning, history, social inclusion and principles of inclusive education.

1.1.1 Meaning and Concept of Inclusive Education (Inclusive Education: Meaning, Concept and Needs):

Inclusive education is also called inclusive education. whose English Inclusion Education happens. This term can be expanded as follows.

Infrastructure - (Infrastructural facility)

N - National Policy/ Network

C - Changing Attitude/Capacity Building

L- Leadership

U - Understanding

S - Sensitization - (sensitivity)

I - Initiative / Involvement - (Initiative / Involvement)

O - Optimism - (Optimist)

N - Nurture

thus, Inclusive education can be defined as inclusive education means that all children between the ages of 6 and 14, regardless of caste, religion, gender, socio-economic status, have access to equal access, seating arrangement and educational facilities as per their need and participate in all school activities according to their ability. opportunity and right to self-development through

The world famous poet Rabindranath Tagore has said that - "The problem is not to erase differences, the problem is how to remain united and intact with differences."

Inclusive education aims to include all children who are at risk of being neglected in the education system. Inclusive education is expected to ensure that children of all diversity receive equal educational opportunities. For this inclusive education, not only teachers, but parents, society, authorities. Authorities, government policies all have to develop awareness of children's needs and respect shared efforts to meet their needs.

Inclusion in education means religion, the process of providing equal opportunities for education to all without discrimination of caste, caste, sex, physical disability or region.

According to UNESCO inclusive education means "education, a process that considers and responds to the diverse needs of all learners by increasing the participation of cultures and communities and reducing barriers within teaching and learning."

"Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. "Inclusive education is the process of increasing naturalness in learning and teaching, taking into account the diverse needs of each child and reducing their exclusion from culture, society and education." (1990) have given a broad and holistic concept of inclusive education. "Inclusive education is a flexible and individualized system of shaping children and youth who have special educational needs due to disability or any other reason. It forms an independent integrated component of the entire education system, and is provided in general schools committed to providing adequate education for all."

According to famous American educator and strong supporter of inclusive education, Samuel Hovema: Disadvantaged groups cannot be isolated from society. They should be able to stay in the society and contribute to the national development by developing in a socially acceptable way."

Based on the above definitions and concepts it can be said that –

- Inclusive education is a physical, is the process of including all children in the mainstream of education regardless of intellectual, social, linguistic or any other form of discrimination.
- In inclusive education every child is provided equal opportunity of education without discrimination of any kind.
- In inclusive education, special children do learning work alongside the general children of the school.
- Every Child with Disability in Inclusive Education, the provision of education has been created keeping in view the uniqueness, necessity and need.
- In inclusive education each child can progress at his own pace with the support of teachers and classmates.
- Inclusive education is not just about the teacher, but is a shared responsibility of parents, family, society, organization and government.
- Inclusive education is a process of capacity building of the education system.
- In this process, school structure and curriculum are modified to meet the needs of diverse children.
- Inclusive education is a positive approach that acknowledges the uniqueness of each child.
- Inclusive Education A Teacher, the attitude of parents, children and society is a matter of concern.
- Inclusive education makes extensive and effective use of information technology.
- In inclusive education, children of all backgrounds learn together through active participation.
- Children with disabilities find social acceptance among their peers and classmates.
- The aim behind inclusion in children's education is to increase their self-confidence and develop their inner strengths.

thus, inclusion of deprived or excluded children in the mainstream of education means inclusive education. According to UNESCO, inclusive education is essential to achieve the goal of quality education for all. Inclusive education entails that excluded children are formally included in the education system and participate in national progress through self-development and development of their lives.

1.1.2 Needs of Inclusive Education (Needs of Inclusive Education):

Education is the right of every individual in a democratic nation. According to the Declaration of Human Rights 1948 every individual has the right to freedom is right, it follows that every person also has a legitimate right to be educated independently. Despite the constitutional right, there are many discriminations against equal opportunity for education in India. Due to physical, social, economic, cultural and intellectual diversity, citizens are deprived of equal access to education, which is not only undemocratic but also unnatural. Discrimination is also against the law of nature. Nature's powers like air etc. provide equally to everyone without discrimination. Education should be an intuitive process of this nature. A school may deny admission to certain children, a student may drop out of school due to discriminatory behavior in class, a student may drop out of school due to family responsibilities. We are familiar with many such reasons. Kothari Commission 1960-66, National Education Policy 1958, National Trust Act 1999, National Education Policy for Persons with Disabilities 2006, R. T. e. The Act 2009 and the amendments from time to time in other laws, policies and schemes have directed equal opportunity in education and inclusive education. Inclusion in education is essential for a non-discriminatory society. The need for inclusive education can be clarified based on the following points.

1. The need for restoration of human rights:

Every child has the right to a general education. Sex with anyone, caste, social, economic, cultural discrimination of any kind, they cannot be deprived of education. Similarly no student can be deprived of education on account of physical, mental or emotional disability. Hence, inclusive education is essential for the protection of human rights.

2. To fulfill the purpose of constitutional obligation:

Children between 6 to 14 years free as per Article 45 of Indian Constitution, the responsibility of the State to provide compulsory and universal education belongs to the

government. The Right to Education Act - 2009 also endorses this. This concept of inclusive education. It helps in fulfilling the responsibility.

3. For equal opportunity of education:

Providing equal and equal facilities to children with any type of disability is the main objective of inclusive education. For this purpose special adapted curriculum is designed and implemented to ensure equal opportunity of education to disabled children. Inclusive education aims to ensure that all children receive an equitable education.

4. To develop social cohesion:

It is very important for every child to understand himself as a part of the society and the nation and develop healthy relationships with all the people around him. Inclusive education provides ample opportunities for developing friendly relationships with all students in the classroom. thus, inclusive education increases mutual understanding and compassion among children.

5. Providing Psychological Need:

In an inclusive classroom, the child develops a sense of safety within the group. Diversity also develops children's individual abilities. The fear of deprivation can be removed from children due to empathy and equal treatment of children. Natural development of all children is encouraged through education. Children with special physical challenges, cognitive and social development as well as mechanical skills. Such an environment builds self-confidence in children.

6. To satisfy the national need:

By developing the strengths within each individual, self-paced progress ultimately contributes to the development of the nation. own Every person empowered by self-confidence is an

invaluable asset to the nation. In this way inclusive education becomes a weapon of poverty alleviation. Inclusive education reduces overall national burden. The development of the nation increases with the comprehensive cooperation of every citizen for the development of the country.

7. To develop a healthy sense of citizenship:

In an inclusive school, all children participate in a cooperative learning process, so they develop a sense of cooperation towards each other. Normal children try to understand children with disabilities. Understands their needs and tries to accommodate them. Makes them sit in the right place. One also learns sign language to communicate with them. The foundation for building a healthy society by accepting each other is laid from here.

8. Developing Positive Attitudes:

Inclusive education and equal opportunity in the school system, concepts like cooperation, acceptance, co-learning are implied. These concepts create a positive environment. The teacher, the student, the institution all work with a positive attitude towards each other.

9. Maintaining Self Esteem:

In an inclusive school, all children study together and are not discriminated against. Along with this, efforts are made to recognize the special abilities of children with disabilities and encourage them. Encouragement keeps their self-esteem up. They are acknowledged to be active members of the group. In such an environment, children maintain their self-esteem and behave like other children in the class.

10. To increase the penetration of educational technology:

In today's age of technology, assistive technology is available to help disabled children in learning. Such as braille books for blind children and electronic braille note takers, hearing aids for hearing impaired children, some smart phone applications, computer software etc

Useful to facilitate the learning process. There is also a lot of scope for the development of such assistive technologies.

1.2 History of Inclusion: Shift from Dissociation to Inclusion (History of Inclusion: Paradigm shift from Segregation to Inclusion):

Accepting education as a fundamental right in the present times has come. Also the thought and practice of society towards universal education have changed. In the fruitful school of this changed thought and awareness, the amount of wastage and procrastination is reduced. Disabled children, children from deprived communities, children from minority communities, girls' education, gifted and creative children, children living in geographical areas and children with slow learning rate have seen improvement in enrollment, settlement, regularity and level of education.

The concept of education is constantly changing and expanding. There are gradual changes in the methods and facilities of education. Universalization of education is attributed to the journey from centralization to decentralization of education as a result of various government laws and policies. In this direction, let us try to understand the history from separation to inclusion.

(a) Special Separate Education System « Duration of Segregation Education:

According to the Gurukul system, which existed in India since ancient times, education was available to all on an equal basis. According to field experts, grassroots efforts to educate students with disabilities were initiated much earlier in India than in other countries. Not only is our culture imbued with the values of compassion, charity, and spirit, but philanthropy and mutual aid run in the blood of Indian people. Indian family practice also fosters acceptance of disability.

Various commissions set up for the reform of education after independence, laws and policies made recommendations for all children to receive education. Kothari Commission (1964-66), National Education Policy (1986), and subsequent various Disability Acts. Separate

schools and educational institutions for the differently-abled were encouraged under the provisions. Formal education of disabled children started in India in 1869. Jane Leproert started a school for the blind in Benares with the support of the Church Missionary Society. A formal school for children with intellectual and physical disabilities was established in 1918 in Kudh, eastern India. segregation) remained. By 1966, there were 115 schools for visually impaired students, 70 schools for hearing impaired students, 25 schools for physically challenged students and 27 schools for intellectually challenged students functioning in India. India had about 1,200 special schools for students with various disabilities based on documentation done in 1991.

From the year 2000 under the auspices of the Ministry of Social Justice and Empowerment, Government of India, Sarva Shiksha Abhiyan and institutions for the education of differently abled children were started with grants from the Department of Social Security. E.g., NAB- National Association for Blind for sighted children, special types of rehabilitation institutions were also started for mentally retarded children. In these institutions B. like this. Institute of Mental Health, Maharashtra Dysthelia Association, Rehabilitation Council of India (RCI), Indian Psychological Association (IPA) are major organizations.

thus, in the nineteen and twenties the education of disabled children was institutionalized and segregated.

thus, as we have seen, initially segregated and special schools were started for handicapped children. Children prepared in these schools could later gain admission to mainstream schools, but the number of such children would remain small. Institutions providing such education were tasked with educating only children with relevant specific disabilities. These institutions prepare such children for active participation in school and society, but However, these institutions kept such children separate from normal children.

(b) period of integrated education (Duration of Integrated Education):

The concept of integrated education was implemented in India through the Sarva Shiksha Abhiyan Yojana under the Ministry of Human Resource Development / Ministry of

Education. The basis of which is the Kothari Commission, National Education Commission and the National Trust Act. Integrated education began the process of including children with disabilities in mainstream schools.

Inclusive education means connecting children with disabilities to the general education system by providing them with all the benefits that normal children get, along with equal opportunities and quality facilities in regular schools. In inclusive education, emphasis is placed on accommodating the disabled child in the learning process. That is, in integrated education the child has to adapt to the expectations of the classroom. For example, hearing impaired children sit in classrooms with hearing aids. Visually impaired children are referred to special centers to learn Braille. Assistive devices are provided in classrooms for children with physical disabilities. Thus integrated learning

- Divyang gives children an opportunity to get education in a normal school.
- Children with disabilities can study in the same classroom with normal children.
- Supportive facilities for children with disabilities are provided in the school.

(a) period of inclusive education (Duration of Inclusive Education):

As we discussed earlier about inclusive education, inclusive education prepared the role for inclusive education and prepared us for the implementation of inclusive education. Inclusive education is one way to do this. Education is a democracy.

Inclusive education provides equal educational environment to children of all diversity without discrimination of any kind is coming. Here gender along with disability, caste, social, economic situation, geographical environment, etc. suggests acceptance of all levels of diversity.

About 25 million children attend school in India' are the losers (according to MHRD 2003 figures cited in World Bank, 2004), many of whom are marginalized by factors such as poverty, gender, disability, caste, religion, etc. Based on this information, inclusive education is very relevant to our current situation, where differences in religion, gender, ethnicity and ability are often seen as a challenge rather than a source of richness and diversity. Inclusive education is the reform of schools in all dimensions to address the educational needs of all children. The 1994 World Convention in Salamanca, Spain emphasized that schools should enable all girls to develop their physical, intellectual, social, Emotional, should be included regardless of linguistic or other conditions. Inclusive education emphasizes that

- Use effective teaching methods in the classroom to improve the quality of education provided to all children.
- A healthy relationship is established between the teacher and the student.
- The classroom environment should also be adapted to meet the individual needs of the students.
- By integrating children by sitting them together at the same time, should be integrated with the general flow of education by making appropriate changes in the curriculum, allowing more time, trying special methods of teaching and thus providing them with every kind of help.

At this point there is a thin line between integrated education and inclusive education.

Sometimes these words are also used improperly, so here we understand the difference between these two concepts. let's try

Difference between integrated education and inclusive education:

order		Integrated learning	Inclusive Education
1.	Meaning	Inclusion of disabled children along with normal children in school.	In addition to children with disabilities, there are other characteristics such as learning disabilities, exclusion from education due to caste or

			religion, Inclusion in mainstream school of children deprived of any form of education such as social deprivation.
2.	purpose	Do not discriminate against children with disabilities.	In addition to children with disabilities, social, not to discriminate among children even on the basis of economic, cultural or language.
3.	Change	To prepare children for the existing education system.	Changing the education system itself to enable it to meet the needs of children.
4.	arrangement	Sending children to resource rooms for special help.	To make all facilities available in their classrooms as per the needs of the children.
5.	result	In integrated education there is a danger of proving children's incompetence.	Curriculum and assessment are made so flexible that the child does not feel that he is different from other children.

thus, the inclusive education approach emphasizes changing the education system (the system) rather than changing the child. Emphasis is placed on providing adequate support, guidance and encouragement to all students to participate in every classroom activity. Here the system itself has to provide students with revised curriculum, materials and tools as per their needs.

1.3 Social Inclusion : Meaning, Concept and Needs (Social Inclusion: Meaning, Concept and Needs)

1.3.1 Meaning and Concept of Social Inclusion (Meaning and Concept of Social Inclusion):

The concept of social inclusion implies the concept of full participation. Social inclusion represents the process by which all are included regardless of their differences, efforts are being made to ensure equal opportunities for education. If a society is inclusive, it means that it understands, accepts and respects diversity. Such a society not only recognizes diversity, but

also embodies it. So that every member of diversity can achieve their full development potential in social life.

According to the United Nations "Social inclusion is defined as the process of improving the conditions of participation in society through increased opportunities, access to resources, voice and respect for rights, especially for the disadvantaged." According to the 2030 Agenda, everyone should enjoy the benefits of prosperity and a minimum standard of well-being. The 17 Sustainable Development Goals for 2030 aim to empower all. Social inclusion means people are connected to each other.

Social inclusion means:

- People feel a sense of belonging in society. They should be accepted in the society. (for what they are)
- Participate in important roles in society.
- Actively participate in the community.
- Engage in activities based on their personal preferences.
- Develop friendships and social relationships with others in society that they have chosen.
- All the rights in the society are shared with the people in a judicial manner.

When people experience the above conditions in their lives, they tend to be happier and more likely to be healthier. In fact, social inclusion is an important "determinant of health" – without social inclusion, people experience poor health (including poor mental health), isolation, loneliness and low self-esteem.

1.3.2 The need for social inclusion (Need of Social Inclusion):

Concept of full participation in the concept of social inclusion is Social inclusion represents the process by which all are included regardless of their differences, efforts are being made to ensure equal opportunities for education. Any society that is inclusive means that it understands, accepts and respects diversity. Such a society not only recognizes diversity, but

also embodies it. So that every member of a diverse society can achieve their full potential in life.

- People with disabilities or deprivations often experience life quite differently. They do not make their presence felt in the society.
- They also do not participate in their preferred and desired activities in the society. To work with others in such people, feel a lack of opportunities to play, learn and develop developed social relationships.
- Such people often do not like to be involved in the community, feel inferior, or present themselves negatively in society.
- often, such people do not have close friends, with whom they can share their desires, time and life.

1.4 Principles of Inclusive Education: Availability, equity, relevance, participation and empowerment (Principles of Inclusive Education: Access, Equity, Relevance, Participation and Empowerment):

The concept of inclusive education is based on the basic rights of socialization and rights of children. It is very important that education should be imparted on the basis of equal opportunity in a complete social system. Below are some basic principles for effective implementation of inclusive education as given.

1. Access / Availability,

2. Equality,

3. Relevance,

4. Partnership, and

5. Empowerment.

1. Access / Availability principle of (Principle of Access):

According to the legal and constitutional provision which is born in that state And it is mandatory to admit children with disabilities to school. As per RTE Act - 2009, giving admission keeping in mind the age of the children. Thus according to the principle of availability a child is admitted to the school keeping in view his age. The following points should be kept in mind regarding access to and access to school education.

- Making school available in the child's immediate vicinity.
- To organize school entrance festival to attract every child to school.
- Planning and implementing programs like school readiness at an early stage so that children like to come and stay at school and develop a sense of independence.
- Developing facilities like transportation and escort to remote locations of the school.
- Providing free textbooks and uniform assistance.
- To develop Braille books and educational materials as needed at school level.
- Provision of ramps and railings for disabled children to move around easily in school.
- The seating arrangement of the children in the class should be kept in view of their needs.
- To equip teachers with the skills to use various teaching materials by imparting appropriate training to teachers.

2.Principle of Equality(Principle of Equity):

All children enrolled in school caste, providing equal opportunity for development without regard to caste, religion or social group discrimination is the principle of equality. Thus providing equal educational opportunity To increase the possibilities for the development of latent powers within the child. Thus educational following the principle of equality, increase participation in social, national activities.

3. Principle of Relevance / Consistency (Principle of Relevance):

Often students have very limited interest in learning a subject they do not understand or find the content difficult. At such times the child develops disinterest in learning and learning becomes challenging. Simplifying the content of education at such times means consistency.

Basic educational content of education to follow the principle of relevance in education, teaching with necessary changes in educational tools and assessment methods.

- Especially when normal children are studying conventionally Video tapes to needy children, arrange teaching through audio book or Braille.
- Developing different teaching methods for the same content to teach using more than one teaching method.
- Developing and deploying alternative learning materials such as large print books, worksheets, embossed charts, audio books, video books etc.
- Making the evaluation process flexible. In which an objective evaluation process should be developed for children with disabilities and special needs rather than adhering to rigid evaluation standards.
- School rules should be relaxed for such children.

4.Principle of partnership (Principle of Partnership):

RTE As per provision of Act and various Disability Acts participation of differently abled and other disadvantaged children along with normal children in educational and co-curricular activities of school should be increased for development of concept of equality.

Like in school classroom and co-curricular activities like -

- Various activities of Prathannasabha and Balsabha such as Prathannagaan, to increase participation by encouraging according to strength in activities like news reading, know-how, special day etc.
- Classroom activities such as class decoration, increase participation through bulletin board presentations, class monitors, encouragement to answer in class, etc.
- School activities like field trips, increasing participation in science fairs, cultural activities and competitions. Along with participation of children at school level various institutions like-
- Family participation
- Participation of parent organizations
- Community participation
- Government system participation and
- Participation of non-governmental organizations is also important.

Sometimes children also need the support of professionals. Psychiatrists to involve some children in the process of education, audiologists, speech language pathologists, psychotherapists, occupational therapists are needed and guidance is needed.

5.The principle of empowerment(Principle of Empowerment):

The number of excluded children in school should be increased by wide publicity and dissemination of various government laws and schemes to integrate children deprived of the right to education into the mainstream of education. According to the principle of empowerment in school-

- To promote and disseminate various government schemes.
- Infrastructural facilities in schools according to the needs of children with disabilities increase
- To provide equipment support according to the needs of disabled children in school.

- Tailored learning experiences to the needs of children with disabilities in the classroom
- to put
- To bring flexibility and simplicity in the assessment system of education.
- Providing education with the integration of technology to increase the effectiveness of education.

unit:2 Understanding of disability

Introduction:

In the present times, when the principles of inclusiveness are accepted in the classroom, planning the teaching work becomes challenging for the teacher. If the learnability of all students in the classroom, physical ability, sociability, socio-economic status, interests, etc. would make teaching easier for the teacher, but inclusive classrooms where such disparities are especially prevalent. That is, when children with different types of needs are included in the same class, understanding the needs of all such children and planning teaching requires a lot of care and understanding for the teacher. Children who differ from the normal child in terms of physical, mental and social development cannot adapt in the classroom and in normal life. They require special arrangements in education and practice for proper development of their abilities. In this unit we will gain an understanding of neuro-developmental disabilities, sensory disabilities and physical disabilities to develop an understanding of disabilities in children while working in the classroom as a teacher. Before discussing different disabilities let us understand the meaning of disability.

disabled Meaning of you (Meaning of Disabilities):

English first to the disabled child Known as 'Disabled Child', but now at the international level such children are addressed as Differently Able Child. The term 'handicapped' was used earlier in India for such children. But our current Prime Minister Shri Narendra Modi in his program "Mann Ki Baat" aired on Akashvani on 27th December, 2016 appealed to address a person with disability by the word 'Divyang' instead of Vaikaal.

Some disabilities are congenital while some disabilities are acquired after birth, arising out of an accident or a traumatic event, which impairs a person's physical and mental faculties.

A disability is any physical or mental condition that reduces the normal functioning of a person's senses or one or more body parts or renders them ineffective. Due to such disability, a person is unable to competently perform essential tasks that can be performed under normal circumstances and conditions according to his age.

Developing an understanding of children with disabilities as a teacher can alleviate many of their problems.

2.1 Presentation of neurodevelopmental disabilities (Introduction to Neuro Developmental Disabilities):

Mainly we use different senses like skin, we receive information through the tongue, eyes, ears and nose. The endings of the nerve fibers carry information to the nerve called the afferent. Similarly, the nerve endings carrying the command received by the brain are called action conductors. All the work we do with the outside world is done through actions. The communication between the neurotransmitters and the neurotransmitters takes place through the nerves.

- When the neurotransmitters in the nervous system are damaged, there is a blockage in the function of the brain, which means that the function of the part that is injured is blocked. Brain damage due to it, paralysis, mental retardation, autism like impairments arise.
- Nervous system damage causes muscle paralysis and loss of sensation.
- Intellectual disabilities refer to the functioning of the intellect. This disability is also known as mental retardation or mental retardation.

In this section we discuss learning disabilities in neurodevelopmental disabilities, will discuss intellectual disability and the disability of autistic spectrum disorder.

2.1.1 Learning Disability (Learning Disabilities):

Learning disability is a controversial type of disability. There are many definitions available on it. But the American National Joint Committee has tried to give a precise and clear definition of learning disabilities which is given below.

"Learning Disability is Listening, is a general term used to refer to a heterogeneous group of disorders that manifest as semantic difficulties in the acquisition or use of speaking, reading, writing, reasoning, or mathematical abilities. This deformity is inherent in the individual.

These deformities arise due to dysfunction of the central nervous system. And can come at any stage of life."

"Learning disabilities vary in severity in that they interfere with the acquisition and use of one or more of the following skills."

Language (eg, listening, speaking, understanding)

Reading (eg, interpretation, interpretation)

Writing (eg, spelling, written expression)

Mathematics (eg, calculation, problem solving)

Characteristics of learning disabled children:

1. They experience particular difficulties in one or more academic areas. Difficulty concentrating, for example, hyperactivity, poor coordination, interpretation problems etc
2. They get, have behavioral, speech and hearing impairments and have difficulty making and keeping friends and experience shyness.

3. The concept of disability is very complex in many children. E.g., a student may experience extreme difficulty, but is more capable than normal children in calculating.

4. Identifying Learning Disabilities Reading problems are the first identification of most disabled students.

5. Difficulty with calculation and problem solving is another area of learning disabilities.

6. Such children show academic inactivity due to difficulty in studying.

7. Focusing on the content of the study, they find it very difficult to organize and interpret concepts and present them in their own language.

A teacher in an inclusive classroom can provide support to enable students to learn if they understand such disabilities. How important is the role of the teacher to change the lives of disabled students, a popular film for all of us in the education sector. In 'Tare Jameen Par' the child Ishaan is very effectively understood in the difficulties faced by Avasti and the efforts made by her teacher to develop her personality.

Various learning disabilities (Various Learning Disabilities):

Some of the learning disabilities commonly seen in children in the classroom are:

1 Disability in reading (dyslexia)

2. Dysgraphia

3- Dyscalculia

1. Dyslexia

Difficulties in using words or vocabulary are included in reading disabilities. In English for the Reading Disability the term 'dyslexia' is used. The word 'Dyslexia' is a combination of two words 'Dys' and 'Lexia'. The word 'Dys' means 'disorder' and 'lexia' means 'word'. Thus, word-

related disability means 'Dyslexia'. Words like 'word-blindness' or 'reading disability' are also used for it in many places. Children with this type of problem have very poor reading skills. Thus, the inability of a child to have difficulty in reading is known as 'dyslexia'. There are two types of reading dyslexia, auditory word dyslexia and sight word dyslexia.

A child with an auditory word disorder has difficulty connecting the written form of a letter or word with its sound cues, causing problems in connecting the letters and reading the word as a whole. E.g., pronounce 't' as 'th', pronounce 't' as 'dh', or pronounce both letters the same.

A visually impaired person has trouble distinguishing between letters that have a word discrepancy. Such children shapes, have difficulty remembering numbers, letters or words. They do not understand what they see. Such a child cannot distinguish between mixed letters. D. E.g., letters with the same curve like 'kh, b, a' look the same to him, so he makes mistakes in these letters while reading. Instead of 'Batak' read 'Khatak'. Also in numerals '6' to '9' and '9'

Children with reading disabilities have the following symptoms:

1. They cannot recognize letters easily.
2. Misreads letters and makes mistakes in pronunciation.
3. They don't remember word order, so even words written in a sentence are read horizontally.
4. Missed amounts of words read-reading.
5. Also misses reading some letters in the same word.
6. Reads very slowly.
7. Hang up, stops reading.
8. They move their lips and eyes excessively while reading.

9. Don't write occasionally, tries to read by adding letters or words.

10. Reads letters aloud.

11. Plank. Letters and words are written upside down when writing from above.

2. Disability in writing (dysgraphia):

Difficulty experienced in writing or written expression is known as writing disability. In English for writing disability The word 'dysgraphia' is.

The word 'Dysgraphia' is a combination of two words 'Dys' and 'Graphia'. The word 'Dys' means 'Disorder' and 'Graphia' means 'writing', thus, writing disability is 'Dysgraphia'. Although such children have good oral presentation, they experience many difficulties in written presentation. They write letters or words horizontally or upside down. D. E.g., instead of writing 'adag' write 'gaad'. Children with writing disabilities have the following symptoms:

1. Their letters are clumsy and bad.
2. They cannot give proper inflection to letters while writing.
3. Their letters are either extra large or extra small.
4. They write very strongly while writing.
5. Their writing speed is very slow.
6. They make many mistakes in spelling while writing.
7. They have no understanding of quantities like kana-matra and hrasva-dirgha.
8. They write words the way they pronounce them.
9. They make mistakes in spelling consonants.
10. They have no understanding of punctuation.

11. They abbreviate sentences or letters.
12. They change the letter order of words while writing.
13. Cannot differentiate between similar letters.
14. Has no interest in studies.
15. Coordination of thoughts is extremely poor.

3. Dyscalculia

Children who experience difficulty in counting or mathematics are known as children with numeracy disabilities. In English for numeracy disability the term 'dyscalculia' is used. The word 'Dyscalculia' is a combination of two words 'Dys' and 'Calculia'. The word 'Dys' means 'Disorder' and 'Calculia' means 'calculation'. Thus, the calculation related disability is 'Dyscalculia'.

In this disability, the child has some numerical difficulties. As in writing a number, the order of the digits is changed. D. T., write '15' instead of '51'; Instead of one number, another number is written which is mixed with it; Or write the digit upside down. D. E.g., instead of '26' write 29'.

Children with numeracy-related disabilities have the following symptoms:

1. They use fingers or vertical line method to count numbers till old age.
2. They cannot do simple calculations easily.
3. They make mistakes in number sequence.
4. They twist the numbers.
5. They cannot recognize mathematical symbols and terms.

6. They make mistakes in decimal and whole numbers.
7. While calculating they use different method every time i.e. sometimes start from right side, so when starts counting from the left.
8. They cannot concentrate in studies.
9. Does not show interest in studies.

All of the above are typical of children with learning disabilities

Features:

Reading, we discussed specifically children with writing and numeracy disabilities. Here we will look at the common symptoms of a child with these three types of disabilities.

1. They are hyperactive.
2. They are more volatile.
3. They have manifested causal inferiority.
4. They experience difficulty in general coordination in every task.
5. They cannot concentrate on any task.
6. They lack perseverance.
7. They are more emotional.
8. Pronounced in them, speech and learning disabilities are observed.
9. They do not make friends with other children. Prefers to be aloof.

10. Their academic achievement is extremely low.
11. They physically look like other children.
12. They can perform tasks other than education just like children with normal intelligence.
13. Such children can achieve good results orally, but they have more difficulty in writing.
14. They are very sensitive.
15. Kalakshetre drama, They are skilled in areas like music, sports, storytelling, drawing.

Teaching strategies for children with learning disabilities (Teaching Strategies for Learning Disabilities):

Knowledge of different teaching methods among teachers for effective education of children with learning disabilities, should have sensitivity to children, knowledge of recognizing different learning styles and skill in using different teaching principles.

There can be no single method of teaching such children. A teacher has to do the teaching in a way that is suitable for the child to learn. Specially for teaching such children Trained specialists are also required. Following activities should be done for learning disabled children.

1. To teach according to the principle of small steps.
2. Reading, to alert them to errors in writing and calculation.
3. Prepare and implement a diagnostic treatment program with the help of experts.
4. Try techniques to keep children interested in learning.
5. Increase children's confidence.

6. To provide favorable environment and facilities for the development of the child in the field of expertise.

7. To make efforts to bring innovation in education.

8. Using multiple techniques to teach.

9. Provide constant motivation and guidance to children.

10. To treat children with love and compassion.

2.1.2 intellectual Disability(Intellectual Disabilities):

Intellectual disability means below normal intelligence. Children with intellectual disability have difficulty thinking and learning. This condition of the child is also called mental impairment or retardation.

According to The American Association for Mental Retardation, a person is termed mentally retarded when he/she exhibits less than normal human performance due to his/her limited physical strength. In other words, mental retardation means retardation in the intellectual development of a child. Due to low performance of child or person in learning, that difficulty in professional practice is called intellectual disability.

Causes of intellectual disability (Reasons of Intellectual Disabilities):

1. Before birth:

Before the birth of the child if the mother has had cramps during pregnancy, if the abdomen has been damaged due to an accident, the parents are drug addicts, suffering from a disease called German measles or the mother is malnourished, there is a possibility of intellectual disability in the child.

2. At Birth :

When the child is born, labor may take a long time, the baby does not cry after birth, pressure on the baby's head due to the mother's narrow birth canal, foreshape delivery, excessive blood discharge, premature labor or lack of respiratory function after birth can lead to intellectual disability in the baby.

3. After birth:

Some serious diseases such as measles at an early age after the birth of the child, falling victim to chicken pox, tetanus, polio, cerebral fever, toxic jaundice, convulsions, meningitis etc. can lead to intellectual disability.

Apart from this, other reasons include having unequal blood group of the parents, marriage at an older age, marriage between blood relations, excessive X-ray exposure during pregnancy, mental stress of the mother during pregnancy, heredity etc.

At this stage it is necessary to clarify that intellectual disability is not an illness, is not a contagious disease, nor a cause of death. But there is a kind of permanent condition which cannot be cured by drugs or operations or restrictions. Placing an intellectually disabled child with a normal child does not reduce or prevent the child's intellectual disability.

Types of intellectual disability (Types of Intellectual Disability): The degree of disability is not uniform among persons with intellectual disabilities. The amount of intelligence in them varies more or less. So every child's problems and symptoms are also different.

Psychological, medically and educationally their types can be given as follows.

order	section	type	Proportion
1.	Less in the psychological field	mild	50 to 70 IQ
		General retardation (moderate)	35 to 49 IQ score
		Severe retardation	20 to 35 IQ score
		Hypersensitivity (Profound)	IQ score below 20
2.	in the medical field	Critinsum	

		Hydrocephalus	
		Microcephaly	
		Down syndrome	
		C. P., Autism, Children with learning disabilities do not necessarily have intellectual disabilities.	
3.	academically	Educational Level (Educable)	
		Training Level (Trainable)	

Characteristics of children with intellectual disabilities (Characteristics with Intellectual Disabilities):

Children with intellectual disabilities have different symptoms, which can be divided into three sections as follows.

1. Current symptoms
2. Medical symptoms
3. Psychological and educational features

1. Current Symptoms:

- It is often too late for parents to realize that their child is intellectually disabled or retarded. of the child because of it Development is stunted. He does not get proper training or treatment in time. So identification of such symptoms is very important.
- The child turns brown, frequent seizures,

- Adequate response to child mother (response), one thing has to be explained to the child repeatedly, the child is behind compared to other children of his age.
- Chaotic, be lazy or inactive
- Be very fickle
- Be very aggressive: children, sabotage, kill others
- Attention Latency: Inability to focus on one place for a short period of time.
- Has a physical deformity or looks different in body or face compared to other children.
- Children who are younger than their age prefer to stay together.
- Not interested in studies, forget often, fail often.

2. Medical Features:

From the medical point of view, the condition of children in different states is as follows.

1. Cerebral Palsy:

In this disorder, the part of the brain that controls the muscles in children is damaged, so the child has difficulty in movement. In which the power to perform physical or intellectual work is weakened.

2. Autism:

In this disorder, children's mental interaction with other persons and objects is affected. They cannot do eye-hand coordination. They experience the world differently than normal children. They are busy in their imaginary world. They cannot bear it if it is obstructed. They cannot concentrate for long.

3. ADH D.:

In this condition, the child is hyperactive. Cannot sit in one place for a long time. Can't concentrate. Where is the hustle and bustle? It moves around.

4. Learning Defective:

In this impairment the intelligence may be good but it is understood, but read-write and calculate it errors. As we saw earlier learning disabilities include difficulties in writing, reading and arithmetic.

5. Down Syndrome:

This defect occurs when the body has three chromosomes instead of two in the 21st pair. Genetic factors play a role in this. Physical appearance of such children is different from that of normal children. Means a small flat nose, swollen tongue, flat limbs, short neck, Such physical differences appear. Such due to differences in physical structure Children can be quickly identified.

6. Hydrocephaly:

Generally the head size should be 33 to 39 centimeters, but the head size of such children is found to be more than the normal size. Water reaches the brain along with the broken blood in the blood vessels, thus creating such a condition. Due to the presence of water in the brain, the brain is damaged. This condition is called hydrocephalus.

7. Microcephaly:

A baby's head is flat at the front and rounded at the back. The head size is found to be less than normal. The head is conical in shape. Side effects of X-rays, excessive maternal diabetes is responsible for hypercephaly. Due to the small size of the brain bone, its development is stunted and the brain is damaged.

8. Chitinism:

If the secretion from the endocrine glands of the body mixes directly in the blood, it slows down some of the body's functions and the child becomes intellectually retarded.

3. Psychological and educational features

1. Mild dementia:

Children with low rates of mental retardation are slower or lag behind in learning and cognitive development than normal children. They only have difficulty with intellectual speed. Such children can do easy and simple writing or reading. They face no obstacles other than slow pace of studies. They can take care of their daily needs. They can study further at their own pace. Hence such children can be called educable.

2. Mild Retardation (Moderate):

Children with general retardation are slower or more retarded in learning and cognition. They have other difficulties along with this to a lesser extent. They can learn and perform their daily tasks with the assistance or supervision of other persons. They can read and write quite a bit. Hence such children can be called educable cum trainable. If trained well, they learn to take care of themselves.

3. Bahu Mandbuddhi and Ati Mandbuddhi (Severe and Profound):

Children with this level often need help. They have many other problems along with mental retardation. They cannot take care of themselves daily. Such children can be called trainable.

An estimated 85 percent of all children with mental retardation are mild, while 10 percent of children have moderate and 5 percent severe and another 5 percent profound retardation.

Common symptoms of intellectual disability (General Characteristics of Intellectual Disabilities):

1. Development of these types of children is extremely slow.
2. Does not show willingness to act due to lack of decision-making power.
3. Frequent pauses in speaking, being afraid of seeing a stranger, preferring to be alone, taking the help of another person in any work is seen.
4. Unwillingness to learn basic reading and writing skills.
5. Difficulty learning daily activities.
6. Drooling from the mouth, problems such as running around, grabbing and throwing objects, hitting anyone, hitting or hurting oneself, repeating one's words over and over while speaking.
7. Lack of understanding of the effect of one's inappropriate behavior on another person.
8. Cannot focus on any one activity for long.
9. Some children have frequent seizures.
10. Language learning and retention is low.
11. Children cannot give clear answers to questions.
12. Such children are constantly moving their hands and feet.
13. Excessive talking, problems like unnecessary speaking, repeating one word repeatedly etc. are seen.
14. A child studying in school cannot pay attention to the subject.
15. Does not show interest in any work or activity.

16. Does not understand verbal instructions or directions.

17. Lacks identity.

⇒ Teaching Strategies for Teaching Children with Intellectual Disabilities (Teaching Strategies of Children with Intellectual Disabilities):

Specially trained teachers are appointed in special schools to teach children with intellectual disabilities. In such school they are imparted education through various methods. The following efforts should be undertaken for their education in mainstream school and inclusive school.

1. Specially trained teachers should be appointed in the school for the education of such children. If this is not possible, school teachers should be given special training to teach such children.
2. The teacher should make efforts to solve the educational problems of the disabled children by discussing them on an individual basis at regular intervals. Special remedial education should be given to them before or after school hours if necessary.
3. Teachers should keep in touch with the parents of such children to keep them aware of the progress of the children. Parents should be guided and supported in the education of their children.
4. An environment for cooperative learning should be created in the school so that normal children can help the children with intellectual disabilities in education.
5. Teachers should discuss with normal children from time to time and give adequate guidance while helping in the education of such children.

6. Recognizing the aptitude of such children, more emphasis should be placed on teaching the subjects in which the children are interested.

7. The learning objectives for such children should be different from those of other children and provision should be made for them in the curriculum by adapting them accordingly.

8. Children with intellectual disabilities get irritated very quickly and do not respond quickly to what the other person is saying., so the teacher should deal or interact very patiently and sympathetically.

2.1.3 Eigencentric spectral distortion (Autism Spectrum Disorder):

The word autism is also used in Gujarati for autocentric spectral disorder. It is called autism in English. Previously to Autism it was associated with a mental illness called 'schizophrenia'. But 60 years ago, Dr. Leo Kenner, a psychologist at Johns Hopkins University, first coined the term 'autism' and presented a research paper. People with autism have difficulty communicating and socializing. Autism symptoms may appear from birth or early childhood. By the time a child is two and a half years old, its symptoms can be clearly seen.

Definition: According to Americans with Disabilities 1990 "Autism is a developmental disability that typically affects verbal and nonverbal communication and social integration before the age of three in a way that affects a child's academic development." According to the National Trust Act 1999 "Autism is a condition of disordered skill development. 4 Affects attachment and social behavior in which a person engages in repetitive and monotonous behavior."

Features with autocentric spectrum disorder (Characteristics of Children with Autism Spectrum Disorder):

1. Such children very much fail to recognize and understand others.
2. They are unable to communicate through eye contact.
3. They give a belated smile at the usual rendezvous.

4. They cannot form emotional connections with the persons and environment around them. E.g., they do not cry if their mother leaves a room. They are also not interested in making friends.
5. Such children play near other children without mixing with them i.e. they are cool in their own world.
6. Such children are usually handicapped. Language is also learned to speak late. They prefer to sit mute.
7. Some children make meaningless utterances by repeating words spoken by others over and over again.
8. Touch, they are completely indifferent or hypersensitive to sound or pain. E.g., not afraid of very loud noises but very afraid of the sound of the cooker's whistle and thrashing about.
9. Their faces show no emotion. joy, grief, fear etc..
10. Crying excessively or laughing excessively for no apparent reason or excitement.
11. Their range of behavior is extremely limited. That is, doing the same repetitive behaviors.
12. A characteristic feature of an autistic child is that they repeat the same behavior to themselves for hours on end. Arousing behavior in general. Circling, moving body parts unnecessarily, repetitive behavior of the same kind.
13. They are very stubborn. If there is any change in their regular functioning, they show great protest by banging.

Teaching children with autistic spectrum disorders strategies (Teaching Strategies for Children with Autism Spectrum Disorder):

1. Autistic Children Abstract to consideration understand can not.therefore them teaching at the time absolutely invisible of equipment Use to do should.

2. Eye coordination, do not like to study in groups due to difficulties like social integration, language difficulties. Therefore, efforts should be made to give them individualized education.

3. They do not like to play or compete with peers. So they should be exposed to older children.

4. Care should always be taken to maintain continuity for any task while teaching with them. Because if the continuity is broken, they cannot bear it and get into a stressful situation.

5. Such children should be taught by regular motivation and encouragement to perform their daily activities by themselves.

6. They cannot tolerate any change in their books or their place or any other arrangement in the class. So one should act by understanding their need without expecting change.

7. Teachers and general children should keep interacting with them constantly.

8. The teacher should make efforts to involve them in group activities.

2.2 Sensoryof disabilityIntroduction (Introduction to Sensory Disabilities):

SensoryMeaning of disability(Meaning of Sensory Disabilities):

Humans normally experience five senses. Among these five senses is the sense of hearing, includes the sense of sight, sense of touch, sense of breath and sense of taste.

- Humans can hear and recognize various sounds of the environment through their senses.

- One can perceive the environment around oneself with the senses of vision.
- Prana senses can distinguish between fragrance and odor.
- Warm to the touch, can recognize objects like cold, smooth, rough by feeling.
- Like tasting different flavors with the sense of taste, can identify bitter, sour, salty etc.

These senses are the highways of human enlightenment. All these five senses Sensations, if functioning properly, yield corresponding knowledge. But if these senses are interrupted, heAlso known as 'sensory impairment' or 'sensory disability'. Under this topic we will discuss hearing impairment, blindness and visually impaired deafness.

2.2.1 Hearing Impairment ((Hearing Impairments)

When a person loses the ability to hear completely or partially, it is called hearing disability. If a person cannot hear even with the help of an external device, he is said to have total deafness, i.e. complete hearing loss. If a person is able to hear with the help of an external hearing aid, it is known as partial hearing loss. Generally, a person is said to be totally deaf when a sound is heard at 90 decibels, i.e. five to ten times louder than normal, and he cannot hear even in the amplified sound.

The ability to hear a specific frequency of sound is determined to diagnose and classify hearing impairment, Which are as follows.

Hearing loss	Quantity (in decibel)
mild	20-30
Marginal (Normal)	30-40
moderate	40-60
severe (very)	60-75
Profound (Extreme)	Over 75

Causes of Hearing Impairment(Reasons of Hearing Impairments):

Deafness can have many causes rather than just one. One or more of them can cause hearing problems in a person. The main causes of hearing impairment are as follows.

1. Deafness in a child from birth due to a gene defect in some cases is coming. In some cases, deafness occurs shortly after birth due to a gene defect.
2. Rubella or other disease transmitted by the pregnant mother which can cause deafness in the unborn child.
3. Genetics is the likely cause of deafness in 50 percent of all causes of deafness in the country.
4. Accidental ear injury can cause deafness.
5. Inner ear infections like measles or mumps can cause deafness.
6. Infection of the auditory neurons can also cause deafness.
7. Brain fever or brain swelling can also cause deafness.
8. Deafness can occur if the blood supply to the brain is cut off due to a trauma.
9. Constant exposure to loud noises can lead to deafness.
10. Deafness can occur as a side effect of taking drugs that have an acute effect on certain serious illnesses.

Approaches and Skills for Teaching Children with Total Hearing Impairment (Approaches and Skills of Education for Fully Hearing Impaired Children):

Children who are totally deaf cannot hear the teacher's oral presentation in the classroom of an inclusive school. Also, there are children of all kinds in the class, so the teacher can use sign language to a limited extent. Hence such a problem is challenging for the teacher. For the education of totally deaf children, the teacher should undertake the following efforts.

1. Greater use of visual aids like charts etc. in inclusive classrooms.
2. Using sign language along with native tools to assist the child.
3. Make a written representation of each issue on the blackboard so that the child can follow the content.
4. If possible, the content should be presented through film or video prepared in sign language. Initiatives should be taken to develop such academic literature.
5. Speech reading to deaf children (Lip Reading) training should be given so that he can understand the teacher's speech based on the movement of the teacher's lips.
6. The child should be seated in the classroom where the teacher's face and gestures are clearly visible.
7. An environment should be developed where other children in the class can also use common sign language, so that a child with total deafness does not feel isolated and can learn a lot from cooperative learning as well.
8. Children in the class who are good at using sign language can also be helped in the learning of such children by providing guidance and encouragement.

Teaching Strategies for Teaching Partially Hearing Impaired Children: (Approaches and Skills of Education for Partial Hearing Impairment Children):

The following measures can be taken for the education of partially hearing impaired children.

1. Partial Disability Having of children Regular way Doctor investigation to make so that Initial at the level to the child the cure Curry their of disability development prevented can be.

2. Details of their medical examination Of courses should be delivered to their guardian. And regular contact should be maintained with the parents regarding their progress.

3. As far as possible such children should be provided with hearing aids and encouraged to use them regularly.

4. Such children should be counseled so that they do not feel inferior to the use of assistive devices.

5. Individual care should be taken for the educational progress of such children.

6. Children should be encouraged to participate in school programs and co-curricular activities.

2.2.2 blindness(Visual Impairments/Blindness):

Blindness or visual impairment is the disability caused due to the reduction in the efficiency of the eyes or due to non-functioning of the eyes. There are two main types of blindness - total blindness and partial blindness.

1. Total blindness:

If a person cannot see at all with the naked eye or with the help of any device with either of his two eyes, it is called total blindness or total visual impairment.

2. Partial blindness:

If a person can see clearly with the help of an external device, it is called partial blindness or partial visual impairment. Following defects are seen in partial blindness.

i) Shortsightedness:

This is a vision defect in which a person can only see things close to his eyes clearly. A person with such a defect sees distant objects blurry. This defect can be corrected by wearing glasses or contact lenses.

ii) Defect of myopia:

This is a vision defect in which a person sees near objects with his eyes, when a distant object can be seen clearly. A person with such a defect sees the near object blurry. This defect can be corrected by wearing glasses or contact lenses.

iii) Color blindness:

This is a vision defect in which a person cannot distinguish between different colors. A person with such a defect has difficulty recognizing green and red colors in particular, and in some cases blue. This defect is more common in men than in women. vitaminThis defect can be prevented by taking 'A'.

iv) Night blindness:

This vision defect in which a person cannot see at all or partially at night or in dim light is called night blindness.

Causes of blindness or visual impairment (Reasons of Blindness):

Visual impairment can have more than one cause. Its possible reasons are as follows.

1. Vitamins are the first cause of visual impairmentThere is a lack of 'A'.
2. Congenital cataract or hereditary cataract due to some abnormality during pregnancy.

3. Babies born prematurely are more likely to have vision defects.
4. Glass to overcome the weakness of the retina of the immature newborn Visual impairment also due to excess oxygen given in the incubator may be possible.
5. Impairment of vision occurs due to glaucoma.
6. Damage to the retina of the eyes can cause complete or partial vision loss.
7. Macular degeneration ((Macular Degeneration) can cause complete or partial loss of vision. It is an incurable disease that affects the retina of the eye.
8. Strabismus (A disorder called Strabismus) causes the eyes to squint. Due to which vision defect arises.
9. There is a fear of loss of vision even if excessive blood flows from the body due to any reason.
10. People are prone to developing eye defects while working with toxic chemicals.
11. There is also fear of visual impairment due to severe or mental trauma.

Teaching Strategies for the Education of Totally Blind or Visually Impaired Children:
(Approaches and Skills of Education for Fully Blind Children):

Totally blind children cannot read and write in the classroom. In an inclusive classroom, the teacher should keep this in mind when teaching.

1. The content should be presented orally in simple and clear language to such children.
2. The same point of content should be explained verbally in different ways. More references and examples should be presented.

3. Fully visually impaired students should be encouraged to participate more in oral interaction.
4. Before starting a new topic they should have a revision of the previous topic.
5. Classroom discussions should be recorded and made accessible to children so that He repeats the content points at his convenience Can study.
6. More educational materials should be developed or developed in Braille for totally visually impaired children.
7. Such child should be assigned responsibility to other children in the inclusive classroom, so that their studies. Progress information can be obtained.
8. Cooperative learning activities should be organized in the classroom, so that totally blind children do not feel shy to learn with normal children.
9. Oral instruction in place of written instruction to totally blind childrenMahavara should be done, where heDevelop presentation style.
10. They should be treated in such a way that their ego is not affected. 11. Individual attention should be given to the learning progress of such children.
12. The teacher should constantly encourage such children to become emotionally strong.
13. Should be encouraged in every school activity.

For education of partially sighted or partially blind childrenTeaching strategies(Approaches and Skills of Education for Partly Blind Children):

1. Content should be presented clearly and simply in oral language to partially sighted children.

2. Visually impaired children should undergo regular medical examination, so that the development of disability can be prevented by treating it at an early stage.
3. Partially blind children should be encouraged to take essential medicines and vitamin tablets regularly.
4. Partially visually impaired children and their parents should be encouraged to have a nutritious diet.
5. Regular use of spectacles should be insisted upon for partially sighted children.
6. Partially blind children should be seated in the front row in the classroom.
7. More and more verbal interaction should be encouraged in the classroom.
8. Prior knowledge should be checked before teaching a new academic point.
9. At least one normal child should be paired with a child with color blindness and color blindness and such children should be assigned the responsibility of learning and should be monitored regularly.
10. Subtle planning for cooperative learning in the classroom should provide an appropriate environment for it.
11. Participation in all school activities should be encouraged.

2.2.3 Visual obstruction Deafness/blindness (Deafblind)

Visual obstruction is also known as deafblindness. The term 'deafness' refers to the impairment of both the senses of sight and hearing. Deafness is a special disability, in which individuals have a combination of vision and hearing impairments called visually impaired deafness or deafness. Children who are deaf from birth have their world limited only by the touch of their fingers. They perceive the world only through touch. Deafblindness is one type of multiple disability. A child with hearing loss has different vision and hearing impairments.

Children with Visual Impairment Deaf Sign Language, using brain and speech to communicate. If such children are provided with necessary equipment like hearing aid, spectacles, cane (stick) and trained in its use, they can lead their lives independently.

We are all familiar with Helen Keller. They are deaf (were deafblind). He studied at Parkins School, a famous school in America. He traveled the world and also wrote books. He has been a source of inspiration for the entire world. The first school for deaf-blind children 'Helen Keller Institute for the Deaf and Deaf-Blind' was established in Started in 1914 in Mumbai. A teacher named Mrs. Barrows Vaccha started this institute.

Characteristics of Children with Visual Impairment Deafness (Reasons of Deafblind Children):

1. Such children lack the ability to meaningfully adapt to their surroundings.
2. Their perception of the world is incomplete.
3. They are very aggressive in nature.
4. They are totally unaware of the world around them.
5. They have the most problems in establishing relationships.
6. As they learn by touch of fingers, their senses are very sharp and fresh.
7. They also make maximum use of the senses in the learning process.

⇒ Teaching Strategies for Teaching Visually Impaired Deaf Children (Teaching Strategies for Deafblind Children):

Helen Keller said that 'Blindness separates a man from things but deafness separates him from people.'

It is necessary to adapt the curriculum according to the needs of the visually impaired deaf student. Children with hearing loss need the help of special teachers.

1. Motivation:

Motivation is a creative way of learning. Such children should be continuously motivated before starting their education and during their education.

2. Subdivision of content and activities:

Since the learning speed of such children is very slow, they can be taught by breaking the content and activities into small chunks.

3. Motion:

Education of such children requires individualized education. Education should be provided in the way of activities that the child is interested in learning.

4. Revision:

Such children do not understand by teaching at once. They have to be taught by repeating one thing over and over again.

5. Excitement:

Even in general education, the teacher always strives to sustain the learning excitement of the children through innovative experiments. But this task is difficult for all deaf children. However, the teacher should try to maintain the child's excitement by doing experiments related to the child's interest and interest.

6. Hand over hand and hand under hand

Technique Usage:

Since the child has visual impairment, the teacher puts his hand on the child's hand and teaches him to identify the objects, it is called hand over hand technique. Similarly, while

teaching, when the child's hand is above the teacher's hand, the child learns to feel things under the hand. called hand technique.

7. Doing activities together:

When the teacher teaches by doing activities with the child, the child feels more secure. With this he feels active. Being convinced that I am doing the activity gives him a boost of confidence. This practice enhances learning ability.

8. Learning Methodology:

A child's other senses such as touch, olfactory and gustatory organs can be used to train them in life needs.

2.3 Introduction to Physical Disabilities (Introduction to Physical Disabilities):

Physically Handicapped Children Loola (Crippled) or disabled children are known as. Udayashankar in 1976, describing physically handicapped children, states that they are skeletally handicapped. are disabled and fragile. Having neurological disabilities or having neurological deficits means that a physical disability in a child arises due to a defect in one or more of its skeletal, muscular and nervous systems. In this issue we will develop an understanding of two disabilities, cerebral impairment and cognitive impairment, among physical abilities.

2.3.1 Brain damage(Cerebral Palsy):

Cerebral palsy is paralysis caused by damage to the brain or changes in brain cells caused by disease. Damage to the brain and central nervous system impairs static function in a child with cerebral palsy., hence it is a neuro-neurological disability.

A child's brain develops for the first five years. Meanwhile, if one or more centers of the child's brain are injured, it is called cerebral palsy. Normally, the brain develops up to six

months after birth, which in simple language is called palatal development. During this time, if the child's head is injured or damaged Even then, cerebral palsy is possible.

"Cerebral palsy is paralysis of the brain, also known by terms like cerebral palsy, locomotor disability. Due to the injury of some brain cells, the powers of physical or intellectual work are reduced. Often scattered cells are damaged rather than single cells. Because of this, apart from physical, intellectual ability, hearing or vision can also be affected.

The condition of the muscle is called muscle tone. In cerebral palsy, muscle stiffness is seen if the position of the muscle is in the opposite direction to gravity. Repairing brain damage is often not possible even with surgery. However, special treatment and training at the earliest possible age to make the most of what part of the brain remains undamaged can be of great benefit to the child. Cerebral palsy is abbreviated as CP. is called

Types of cerebral palsy(Types of Cerebral Palsy):

The types of cerebral palsy are as follows.

1. Spastic CP- In this condition there is more stiffness in the muscles and the desired movement of the muscles is not possible., thus causing difficulty in walking as well as working with hands.
2. Ataxic CP- In this condition there is uncoordinated movement of the muscles and due to this tremors or tremors are seen in the arms and legs while working.
3. Athetoid CP- In this condition the muscle movements are involuntary. The limbs of these types of children are constantly turning from the body to the other direction. Head keeps shaking.
4. . Mix C.P. - Mix CP in a patient who has more than one of the above symptoms. is called

Different parts of the brain perform different functions. Spastic CP is caused by an injury to a specific part of the brain. happens Ataxic CP due to second limb injury. happens Athetoid CP due to injury in the third. happens, when two or three parts are injured at the same time Mix C.P. happens

thus, injury to the central nervous system causes cerebral palsy. Injury to the digestive system can cause many problems in the child such as seizures, mental retardation, blindness, deafness, sensory evaluation problems, behavioral problems, movement problems. When we try to understand cerebral palsy, we must keep in mind that this defect affects every aspect of a child's development, physical, mental, social and emotional.

Main causes of cerebral palsy(Reasons of Cerebral Palsy):

The main causes of cerebral palsy include the following.

1. Prenatal- Birth in incomplete month, blood group variation, severe illness during pregnancy, infection in the womb, lack of oxygen supply to the baby if the mother is anemic may be responsible.
2. During birth: prolonged labor pains, umbilical cord wrapping around the baby's neck, internal bleeding may be responsible.
3. After birth: Frequent convulsions after birth, causes such as brain fever, high fever or accident may be responsible.

This disease is neither hereditary nor contagious. Not a progressive disease. Not even the main cause of death. But it is not possible to completely cure this disease.

Symptoms of children with cerebral palsy (Characteristics of Children Having Cerebral Palsy):

The following characteristics are mainly seen in this type of children.

1. Muscle weakness is the main feature of these children.

2. Physical Flexibility:

In which there is an involuntary contraction of the affected muscles, so there is no accuracy in movement. Children with cerebral palsy usually have this characteristic.

3. Excessive movement; In which there is a significant lack of coordination of organs and is constantly observed, the proportion of these symptoms is 25.

4. Physiological Imbalance:

In which the organs of the child do not seem balanced. They cannot adjust themselves with the surrounding objects. The proportion of these symptoms is 25 percent.

5. Stiffness:

In which there is constant tension and stiffness in the muscles. How many areas of the brain are damaged?, the amount of neurological deficiency is seen in proportion to it.

Cerebral palsy Effects of (Effects of Cerebral Palsy):

Children with cerebral palsy have the following deficits.

1. These children have speech defect.
2. Among these children, 50 percent of children have an IQ of less than 70. Some children also have visual and auditory deficits.
3. They experience functional difficulty.
4. Has difficulty in adapting to the surrounding environment.
5. Some children find it difficult to differentiate between figures and roles.
6. Children with cerebral palsy have poor conceptualization.

Teaching Strategies for Teaching Children with Cerebral Palsy (Teaching Strategies for Children having Cerebral palsy):

For children with cerebral palsy defects The GMFCS- Gross Motor Function Classification System* test is very popular. Grades number one to five are given in it. According to it, a child of Grade-1-2 can go to a normal school. A grade-3 child requires orthopaedics, physiotherapists and therapists on a permanent basis. But with the help of a stick or other tool that can move.

Wheelchairs are required for children of Grade-4-5.

1. A teacher must have knowledge of grade-based deficits when conducting educational work for a child with cerebral palsy.
2. Learning objectives for such children should be kept relatively light.
3. The teacher should carry out teaching work using game based methods.
4. Emphasis should be placed on teaching through action.
5. More emphasis should be placed on activities that they can do easily.
6. Any point should be explained to such children slowly in short and clear sentences instead of speaking quickly.
7. Such children learn quickly by imitation, so one should explain one's activities by repeatedly demonstrating them.
8. Maximum visual media like pictures for the education of such children, charts, diagrams, illustrations etc. should be used.
9. Efforts should be made to focus the attention of the child during the teaching work.
10. Parents of such children should be contacted to get specific information about them and their field of interest and try to create a suitable environment in the classroom.

11. Child's seating arrangement should be changed during the day, because sitting in the same position all the time makes their muscles stiff.
12. Such children find it difficult to hold a pen or pencil due to lack of muscle control, so the demand for writing from them should be kept low.
13. Computer software or smartphones like voice to text converter at school and at home for such children. Arrangements should be made to convert spoken words into written form and record the work done. By doing this, the child can feel the satisfaction of doing his own work and instills confidence in him.

2.3.2 Prevalence Disability(Locomotor Disabilities):

Children with motor disabilities exhibit mobility (movement) deficits. Children born with leg or arm deformities develop movement disorders. Disadvantages of prevalence A condition is a body condition that prevents children from performing normal activities at school. So their normal progress stops. Such children require special tools and special care to develop or master different abilities.

Reasons for Prevalence(Reasons of Locomotor Disabilities):

1. Arthritis: Arthritis is joint pain. It is especially debilitating and debilitating. Rheumatoid arthritis is a chronic syndrome. Osteoarthritis is a degenerative joint disease.

2. Cerebral Palsy:

Which we have understood earlier. Cerebral palsy damages the motor areas of the brain before the brain matures. It is not a disease but a type of brain injury. It does not become more severe with time, but it is also not possible to cure it.

3. Spinal Cord Injury:

An injury to the spinal cord can lead to paralysis. Paralysis is determined by the degree of damage to the spinal cord to determine the extent of the injury and the effect on the body parts. Curvature is seen in the spine, a deformity such as protrusion or twisting of the back is seen.

4. Head Injury (Cerebral Trauma):

Traumatic brain injury, injury to brain cells, blunt trauma to the head, cerebral hemorrhage, major skull fracture, gunshot injury, infection after brain surgery, etc., are included in cerebral trauma.

5. Seizures due to lack of blood supply to the brain.

6. Injury or congenital defect to limbs or fingers:

Such defects are congenital or arise as a result of an accident or a serious disease.

7. Parkinson's Disease:

Stiffness in muscles, is a disease characterized by slowness of movement and a type of tremor.

8. Muscle Malnutrition:

Muscular dystrophy is a combination of genetic diseases that cause progressive muscle weakness, impaired muscle control, contractions, and difficulty walking, breathing, extending arms, and shaking hands vigorously.

9. Bending of limbs and toes.

10. Paralysis of the bladder in which the child does not feel the urge to urinate and the urine flows continuously in drops.

11. In some cases, paralysis of the urinary tract causes loose diarrhea in children, which can lead to uncontrollable bowel movements several times a day.

12. Imperfections in bone development such as brittle-broken bones, excessively flattened skull, protruding chest bone, discolored teeth, defective eyeballs, deafness of ears,

Problems with teeth etc.

Teaching strategies for children with disabilities (Teaching Strategies for Children with Locomotor Disabilities):

An understanding of the individual characteristics and condition of children with prevalence should be developed before designing teaching strategies.

1. Movement Handicapped children should be taught to use the parts of their body that are functional.
2. Gentle exercises should be taught according to the needs of the children.
3. Opportunities for personal development should be provided.
4. Prevalence of self-reliance to disabled children, teaching initiative and the ability to make choices is extremely important.
5. Increase self-confidence in prevalence disabled children by developing self-identity concept.
6. Regular medical check-ups of physically challenged children should be provided keeping in mind their physical needs.
7. Seating arrangement should be arranged in the class for the prevalence of disabled children in such a way that they are not disturbed by other students and do not feel alone.

8. Other children in the class should be made aware of their difficulties, so that they can help them as needed.

9. Prevalence The disabled children should be treated positively as much as possible and should not be treated harshly because of their physical disability.

10. Participation in co-curricular activities should always be encouraged.

11. Provision of special physical facilities in schools for prevalence disabled children like wide doors, anti-fall flooring, comfortable seating, book stands etc.

12. Puzzle board for developing hand-eye coordination for young children, games like jigsaw etc. should be introduced.

2.4 Rights of Persons with Disabilities (Introduction to other disabilities as per the RPWD Act, 2016 (Introduction to other disabilities as per the RPWD Act-2016):

In Unit-4 we will discuss the Rights of Persons with Disabilities (RPWD) Act, 2016 to be studied in detail. Only the disabilities specified in the Schedule to the Act are mentioned here.

Schedule [See Clause (ZC) of Part - 2] Specified Disability

1. Physical disability.

(a) Autonomic disability (inability of a person to perform various activities involving self-movement and human action resulting from disorders of the speech or nervous system or both), which includes,-

(A) "Person with remission of leprosy" means a person who has remission of leprosy but is suffering from—

(1) Loss of sensation in the hands or feet and paralysis of the eye and eyelids but without any deformity or malformation.;

(2) Deformity or deformity and paralysis but sufficient movement of arms and legs to enable them to engage in normal economic activity;;

(3) advanced age in addition to extreme physical deformity which prevents them from engaging in any gainful occupation and The term "free from anemia" shall be interpreted as;

(B) "Cerebral palsy" means a group of symptoms of an incurable mental condition affecting body movements and muscle coordination caused by injuries to one or more parts of the brain, usually occurring before, during or soon after birth. ;

(C) "Dwarfism" means a medical or genetic condition that results in an adult height of 4 feet 10 inches (147 centimeters) or less.

(D) Neuromuscular (muscular) disorders are a group of inherited neurological disease symptoms that weaken the muscles that make the human body move, and a person with a variety of these disorders has faulty or missing information in their genes that prevents them from making the proteins they need for healthy muscles. It is characterized by progressive skeletal muscle weakness, muscle protein deficiency, and muscle cell and muscle wasting;

(E) "Victim of acid attack" means a person who has been disfigured by violent attack by throwing acid or any other sharp object on him.

B. of vision defect-

(A) "Blindness" means a condition in which a person after treatment is either of the following—

(1) Complete lack of vision; Or

(2) visual acuity less than 3/60 or less than 10/200 (Snellan) in the better eye with the best possible defect-correction;;

(3) The limit of the field of vision connecting the ends of the angle less than 10 degrees.

(B) "low vision" means a condition in which a person has any of the following conditions, namely-

(1) Visual acuity not more than 6/18 or less than 20/60 to 3/60 or 10/200 (Snellan) in the better eye with best possible defect-correction; Or

(2) Limits of field of vision to 10 degrees connecting the ends of angles less than 40 degrees.

(C) Deficiency of hearing-

(a) "Deaf" (deaf) means a person with a hearing loss of 70 decibels in both ears at the speech frequency;

(b) "hard of hearing" means a person with a hearing loss of 60 decibels to 70 decibels in both ears in speech frequency;

(D) "Speech and Language Disability" means a permanent disability resulting from a condition such as hoarseness or aphasia that affects one or more components of speech and language due to physical or neurological causes.

2. Intellectual disability called intellectual functions (Reasoning, learning, problem solving) and adaptive behavior that includes activities of daily living, including social and practical skills, are both described by a state of significant limitations, including—

(A) "Specific Learning Disability" means a condition of a diverse set of symptoms in which there is a defect in the process of converting spoken or written language into messages that may manifest itself as difficulty in understanding, speaking, reading, writing, pronunciation or performing mathematical calculations. and include cognitive (sensory) disabilities, reading disabilities, writing disabilities, numeracy disabilities, motor coordination disorders, and developmental aphasia.

(B) "mental retardation" means a condition of cognitive development especially in the first three years of life which affects the ability of a person to communicate, understand human relations and connect with others, and to a large extent leads to abnormal or certain types of conduct or behavior. associated with

3. Mental behavior,-

"Mental illness" means a serious condition of disturbance (disorder) in thought process, mood, perception, orientation or memory that impairs overall decision-making, behavior, ability to perceive reality or Impairs a person's ability to meet the normal needs of life, but does not include mental retardation, which is a stunted or underdeveloped state of a person's mind, specifically referred to as below-normal intellectual ability.

4. Disability arising out of the following condition-

(A) A chronic condition, such as-

(1) "Multiple Sclerosis" (inflammation of the nerves at different sites) means an inflammatory condition of the brain in which the spinal cord is damaged by small incisions around the nerve cells of the brain leading to a lack of myelin action and communication between the nerves of the brain and the spinal cord. Affects performance;

(2) "Parkinson's disease" means a progressive neurodegenerative disease of the brain with signs of body tremors (tremors), muscle stiffness, and slow and unsteady movements, primarily associated with the cessation of production of the body's supporting neurons and a lack of transitory dopamine in the brain of mature and Affects middle-aged people.

(b) Disorders of Blood (Rakta) :

(1) "Hemophilia" means a genetic disease that usually affects only men, but is transmitted by women to their children, in which the normal clotting of blood stops or becomes defective so that it can lead to life-threatening bleeding in young children. may result.

(2) "Thalassemia" means a group of genetically inherited disorders characterized by the absence or deficiency of adequate amounts of hemoglobin.

(3) "Sickle cell disease" means a hemolytic disorder characterized by chronic anemia, painful sequelae, and various associated musculature and organ damage: "hemolytic" refers to the destruction of the inner membrane of red blood cells with consequent release of hemoglobin.

5. Deafness and blindness in multiple disabilities (more than one of the disabilities specified above) which means that the person has a combined impairment of both hearing and vision and is unable to speak., severe developmental and educational problems arise. Other other categories as notified by the Central Government.

Conclusion:

In this unit we will discuss the neurodevelopmental character, developed an understanding of different types of disabilities as per the Rights of Persons with Sensory Disabilities, Physical Disabilities and Other Disabilities Act 2016. In which special characteristics of children with related disabilities and teaching strategies for them were discussed. If students with disabilities are educated in the same class as normal students, they can develop themselves in the same school as other children. In an inclusive classroom, the teacher needs to address the child's three main needs: academic literature, class involvement, and personal care of the child.

unit:3 caste: Concept and origin

Preface:

If the human race had not been born on this earth, the sky and the earth, rose and thorn, heaven and hell, sea and desert etc. there would be no comparison between elements or things. The characteristic of the human race is that it divides any object, matter or any element into good, bad, meaningful, useless or various meanings. His thinking power associates everything with some meaning, even giving definite meaning to his own being. He sees himself in the roles of woman, man, son, daughter, father, mother, brother, sister, etc., and also brings new changes. He tries to understand his existence not only in physical sense but also in psychological and socio-cultural context. Today we study and research many anthropological subjects and its branches through such multiple perspectives. As a result, today we see man in terms of some role or responsibility and attributes rather than identifying him only as a man. Without any doubt, we first classify a person as male and female Let's do it. How does this understanding develop?, what are its basic bases, what is gender and caste and what is its form, we will try to understand in the present chapter.

Gender and Caste: Meaning and Concepts: (Sex and Gender: Meaning and Concept):

When a child is born, that female child (Girl) or born as a male child (Boy). But their socialization is different. The difference in the meanings of sex and gender arises from it. Gender is the difference between men and women in biological and physical terms (external and internal organs, hormonal status, and sexual characteristics). Based on which the identity of female gender is determined and male gender - male gender - male gender is determined. Sex is a biological classification and Gender is a social classification. It is one thing to be biologically gendered and another to have a difference in social roles because of it.

gender (Let us first understand the differences between Sex and Gender.

gender (Sex) means:

Gender is a biological term, which represents the biological differences between men and women.

'Sex is a biological term, which refers to the biological difference between man and woman'.

Biologically speaking, male and female organs are not identical. Prostate gland is not present in women. Both have reproductive capacity, but a woman has the ability to have a womb, conception, childbirth and breastfeeding. A woman's womb contains only 'X' chromosomes. Male chromosomes are responsible for determining the sex of the child. Fertilization of its 'X' and 'Y' chromosomes produces a male child 'XY' and 'XX' a female child. Due to sexual differences some differences between men and women are created, it is natural.

caste (Meaning of Gender:

gender (The word Gender is derived from the word 'Genil', which means the relation of men and women to society and culture. In that sense, gender means male and female characteristics - that is, masculinity and femininity. Masculinity implies masculine traits, while femininity evokes female contextual traits. Thus, their behavior patterns give them the concept of being male and female. Thus, gender is a socially constructed concept.

In 1970 Ann Oakley (Anne Oaklacy) used it as an identification of 'gender in a social context' rather than a biological concept in terms of male-female characteristics. They developed the distinction between sex and gender inspired by a psychologist named Robert Stoller. In their view, femininity and masculinity cannot be explained only biologically, but can be explained by sociocultural traits. N. Oakley (1972) defines gender as,

"Gender is a matter of culture, it refers to the social classification of man and woman into 'Masculine' and 'Feminine'. "Gender has no biological origin."

"Gender is a cultural matter, which socially divides men and women into 'masculinity' and 'femininity'. It has no biological basis."

to Gaul Rubin (Gaule Rabin - 1973) clarified the concept of gender.

"A socially imposed division of the sexes and is a product of the social relations of sexuality".

"Sexuality is a social distinction imposed on both sexes produced by social relations" Here they distinguished gender from a biological view.

According to Sewal (2009)., "Caste refers to the responsibilities and roles of men and women constructed by society in terms of culture and place. Caste in a broad sense refers to the prevailing expectations and norms in society about the behaviors, characteristics and roles of women and men."

"Gender refers to the socially constructed roles and responsibilities of women and men, in a given culture or location. Gender refers to widely shared expectations and norms within a society about male and female behavior, characteristics and roles."

thus, the concept of gender is linked to the roles, responsibilities and characteristics of men and women in the structure and culture of society.

The World Health Organization defines gender as the result of socially constructed ideas about the behavior, actions, and roles a particular sex performs. The beliefs, values and attitude taken up and exhibited by them is as per the agreeable norms of the society".

The World Health Organization also defines caste and states that, "The ideas society has formed about gender roles, functions, and behaviors define caste. They follow and display their beliefs, values and attitudes according to the accepted norms of the society.

After understanding the meanings between gender and caste, a clear distinction between the two can be drawn as follows.

gender (sex)	caste(gender)
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- It is a natural and biological matter.
- Gender cannot be changed, it is almost impossible to change.
- The difference between male and female can be clearly seen.
- Gender There is a similarity in the world.
- Gender is based on chromosomes.
- Relates to the human body and its organs.

- It is a social and cultural thing.
- Concepts of caste vary according to social and cultural context.
- woman– There may be diversity and homogeneity in concepts between men.
- It is continuous as social and cultural concepts change over time. keeps changing.
- Related to the concepts of masculinity and femininity.
- It has to do with the process of human socialization.

Nature of Gender:

At the end of the above theoretical discussion, it is clear that, gender is a product of the sociocultural environment. Now let us understand its form.

- First let us understand that, gender has no bias towards men and women, touching both leagues equally. Gender is something that applies equally to men and women.
- This is an intellectual concept, this concept is not innate. This is a learned concept. It evolves as it grows in the atmosphere. Family, school, peers, mass media play an important role in it.
- Social for men and women, cultural, psychological factors are so crucial that they develop their values, beliefs, attitudes and relationships based on them.
- the family, caste, religion, class, country-region etc. create a distinct identity for man and woman, which is also associated with their sexual status.
- Male and female self-perceptions through gender (Self Concept) and Self Esteem are developed. It is in that context that he directs and evaluates himself.

- Sociocultural characteristics have changed over time, i.e. they are not static, they undergo changes in terms of values, attitudes, roles etc.
- Every society is different, so as the society changes, the beliefs also change.

father Authority, Feminism, The concept of narcissism

Introduction:

In some families, it is common to observe that in the evening, girls are having fun at home/coming from school., and mommy is doing some housework, when the sound of father's coming is heard, then everyone becomes serious, books are in hand instead of fun / fun, T.V. Programs are changed or discontinued, in short, the home environment becomes disciplined. An influence of the arrival of the father exists in almost every family in one form or another as a part of discipline. Mom can be pampered in front of her, pingamasti can be done in front of her. Such a general depiction points the finger towards who holds power in the home in one form or another. Father's authority is more than mother's authority in family. The dominance of men is also seen in the society. It is in this context that in this chapter we will study the patriarchal and matriarchal social traditions and the comparison between them.

patriarchal social tradition (Patriarchy Social Tradition):

Dictionary meaning of patriarchy 'father's' or 'ruler's rule'. Initially the term was used to describe a specific type of family tradition. In modern times, the term refers to a male-dominated social tradition, in which men are dominant and men have authority over women in relationships between men and women. This tradition acquires the form of a tradition when it becomes customary in the society. This tradition, as old as history itself, seems so entrenched that one does not even think of challenging its existence. In a psychological form this thinking works its way up to the unconscious mind, so it is so intuitively accepted that one does not even realize that there is even a point of challenging it. The entire tradition runs with the same strong mentality that the society has been running in this tradition, and everyone has accepted it. So it becomes established as a tradition.

Let's look at some definitions of the patriarchal tradition. Gita Chavda (Stri Saptaka - 2001) notes the following definitions.

Omvert (1986)As stated, "Patriarchy is a tradition of control over women's sexuality, fertility, reproduction, and labor."

Hmm (1989)says that, "a structure or tradition of male authority that oppresses women through its social, political, and economic institutions."

Heidi Hartman (1990)Giving definition of patriarchy says that, "Patriarchy represents male dominance and a very systematic male dominance over a woman in different spheres throughout her life." The following can be deduced from the above definitions.

- Male authority is paramount.
- The role of women is less important.
- Man is superior to woman.
- woman- A woman's position in a man's relationship is always secondary compared to that of a man.

thus, this tradition very systematically represents a mindset that oppresses and exploits women. It shows its dominance in almost all spheres of life. These deeply entrenched values create a systematic tradition and structure that exploits women in such a way that women are always subjugated by men.

Maitreyi Krishnaraj (1992)Enumerates three main areas under the influence of patriarchy.

(1) Control of men over women's labor (Control of Men on Labor of Women) :Men enjoy power over women's labor outside the house and home.

- A woman's main field of work is family. All childcare responsibilities, taking care of all the members of the household, maintaining cooking and other facilities etc. But this work of hers is considered invisible, unproductive and unrewarded and hence she is forced to be subservient to father, husband and son.
- Women who work outside the home, he has to do housework inevitably. So the workload becomes double.

- The husband enjoys the right on the income of women engaged in business or employment. Also included in the employment policy, he has to face discrimination in appointment, promotion, transfer, salary etc.
- A woman's choice of labor is also largely determined by men. To do / not to do some kind of work, not to go abroad to work, to be deprived of some kind of training, so that he cannot assume important positions. Thus, patriarchy also determines its productivity.

(2) control over female sexuality (Control of Sex of Women) :In male-female sexual relations, male will and control remain paramount. His joy and happiness are important. A few things to look out for.

- A woman is obliged to fulfill the sexual desire and need of a man, is taught that. It is believed to be his duty.
- Female sexuality is associated with shame and honor. So it is associated with character.
- His sexuality has two aspects. One is procreation and the other is pleasure. Social concepts also control motherhood. Motherhood is assumed after marriage, the birth of a son is praised and the birth of a daughter is frowned upon.
- A woman's sexual pleasure is not counted. Also, social concepts of chastity and virginity are also borne by women.
- It is considered bad if a woman performs a sexual act outside a recognized institution.

thus, the man enjoys control over the woman's sexuality in every way.

(3) woman control over the reproductive potential of (Control on Reproductive Ability of Women) :A woman can become a mother when a man provides her with seed. So male power becomes important.

- Physically a woman is fertile, which does not have a male. But even this power of hers is kept in check by the Purusha, because the seed provides it.

- How many children do you want?, when to need it, what to do for birth control, abortion or not, etc. Controls determine availability. These are direct controls.
- Religion and politics also control female fertility. Religion imposes discriminatory rules while politics determines how much population is needed in the interest of the country. Some countries say to control the birth rate while some say to increase it. These rules are also imposed on women.

Also according to Kamala Bhasin (1994)., women's mobility and property or other economic instruments are also controlled. Centering on women's sexuality, control over their movements, veiling, not crossing thresholds, keeping away from public life, keeping away from interaction with other men, where to go. where not to go He is kept under control by saying that restrictions like when to go... etc. are for his safety. Men control women's property and means of production. Property is given to the son from the father and the woman is deprived of these personal rights.

Constitution of India gives equality to women, but at the level of thinking, the way in which the sanctity of women, the importance of husbands, the importance of elders is imprinted, does not allow women to escape from patriarchy. Also, as all these beliefs have the backing of religion, its grip has been made stronger.

Not just family, studying all the major institutions of the society, it is seen that men rule in all the institutions. Along with the family, patriarchy prevails in all spheres of religion, media, legal tradition, political tradition and institutions, tradition and economic institutions, educational institutions and tradition of knowledge.

Women are completely powerless in patriarchal society tradition, not even that. But the power or control to give this right is with the man. Now let us get an introduction to the tradition of matriarchal society..

A matriarchal social tradition (Matriarchy Social Tradition):

Here also the dictionary meaning Means 'mother's' or 'owned by a woman'.

If you look at its definition, Anil Vaghela (2012) writes that. "Families or societies in which the place of woman is important and kinship, descent, inheritance, power and residence are determined by the female side are called matriarchy."

Matrivansi to such a tradition, matriarchy or matriarchy. In this tradition the place of woman is important and the place of man is secondary. All family functions are dominated by the woman or the woman's side, her relatives or especially her brother. Thus, according to some sociologists, it remains an indirectly patriarchal tradition.

In this type of social tradition, the place of women is important, so all the responsibilities and rights are with women. Family members have to follow his orders. In such families the woman has the right to the property and it is she who regulates the property. The man helps her, but do not get property rights.

The society which has this kind of tradition, there the woman lives in her mother's family after marriage. Her husband often comes and stays with her. A woman's residence does not change after marriage.

In such families the lineage name k'Surname' comes from maternal lineage. A husband or a father has no right over children. The responsibility of bringing up the child is not the father but the mother or the wife's brother i.e. the maternal uncle of the child. Thus, in a matriarchal tradition, a man does not raise his own children but takes responsibility for raising his sister's children. In these families, children also inherit from the matriarch. Generation after generation of relatives under the female line become its members.

However, this type of matriarchal tradition is found in very few societies in the world.

According to William Goode, such a tradition is found in 15 percent of the world's societies.

Khasi and Garo tribal societies in eastern India have a matriarchal tradition. Women have a high position in this society. Due to the matriarchal tradition, female members dominate their families, besides giving them special rights. This tradition also affects their stories. This kind of tradition is the main reason for the natural acceptance of female personality and mentality in tribal folk literature. Such a tradition has been found among the Naira of South India, the Bemba tribe of Rhodesia in South Africa, the Navaho people of America, and some tribes in Malaysia. Such social, religious and economic responsibilities are carried out by older men.

According to some sociologists, the relationship between husband and wife in matriarchal families is not very close and mutually intimate, because the man's work is limited to sexual satisfaction and procreation. He does not get any right over the land or property. Also his position in his wife's family is not considered important. He is considered a guest. Divorce rate is also high.

Feminism((Feminism):

Feminism is a social, is a movement to give 'equality' to men and women politically and economically. It has tried to evaluate the position of women in the society from a different point of view than that of men. As a result, feminism represents a vision of a new social structure by removing caste-based limitations and giving women an equal place in society as men according to law and custom. Thus, the root cause of feminism is said to be born from the inequality of rights, power and limitations of men and women. Feminism is the process of accepting the existence of women in a male-dominated society. It is a process to consider women as a valuable part of the society by changing the thoughts, principles and views of the people in the male dominated society. The concept of feminism was first introduced in AD. Originated in France in 1400, then came to western countries. History of feminism deals with feminist movements and feminist thinkers, the reasons and goals of such movements of feminist thinkers have varied according to the time and culture of each country in the world. According to Western feminist thinkers, the feminist movement originated from "women's rights". According to modern Western feminist thinkers, the feminist movement is divided into three phases, each phase has different movements for the upliftment of women, but each aims at individual freedom and equality. Also there are issues related to women.

First Stage:A period from the early 19th century to the 1930s that included movements to protest the exploitation of women in society as well as their individual emancipation.

Second Phase:Considered from 1930 to 1980. In which women have got the same rights as men in law, but in reality its place in society is somewhat different, so efforts have been made to remove this inequality. Efforts have been made to give women a separate place in society with education and respect, efforts have been made to achieve equal wages.

Third Stage:Socialization of women in the free world in the period 1980 to 2000, economic, political every field it has opportunities to grow and women awareness efforts.

Definition of Feminism:

As defined by all local feminists in a South Asian context workshop in 1989: Feminism is 'Awareness of oppression and exploitation of women in society, workplace and family and conscious activism by women and men towards changing these conditions'. Broadly speaking, this society is not fair enough for women. Her status is inferior to that of men. Apart from this, they are discriminated against at social, economic, political and global levels and are exploited and oppressed in every field at home or outside the home. Not only this, many patriarchal restrictions are imposed on him. Getting to know all this may be the main task of feminism. Feminist principles are emphasized in the women's movement and women's studies. Different theories have emerged at different times, but a comprehensive theory has yet to emerge. The various principles for this are as follows.

Principles of Feminism(Principles of Feminism):

(1) Liberal feminism (Liberal Feminism):

Equality, freedom and humanity are its values and progress is its goal. It advocates equal rights without gender discrimination as a means of achieving this goal.

(2) Marxist feminism ((Marxist Feminism): If women are economic producers or financially compensated for women's work, the status of women will improve. 'Equal work for equal pay' is based on the thinking that the position of women will thus improve.

(3) feminist feminism ((Radical Feminism):

Uddam means without restraint or suppression, fierce or jihad. Equality between men and women was a fierce and radical movement to liberate women from all forms of bondage. If a woman wants to be liberated, she has to be ready to be liberated herself. A woman has to change her mindset. One has to get rid of the feeling of being weak or weak and develop the feeling that one is capable, strong and self-reliant.

(4) Socialist Feminism (Socialist Feminism):

Socialism, is based on an ideology advocating the ownership and control of the entire society over production, capital and land and advocating equal opportunity and rights without discrimination of caste, class, gender, and religion.

(5) psychoanalytic feminism (Psychoanalytic Feminism):

A woman has to establish herself as a man's counterpart in her psyche and establish herself as an individual. A woman establishes herself as a person, not in relation to anyone. If he does, he will be able to create a unique identity in the society.

(6) cultural feminism (Cultural Feminism):

Attitudes toward women and femininity are important in human behavior. Institutions of society Family, school, all have male-oriented norms, which are accepted by the culture. The culture is male dominated and largely subjugates women.

(7) Existential feminism (Existential Feminism):

Every woman can shape her destiny as she sees fit. The thinking that can identify one's existence is given importance here.

(8) postmodern feminism (Postmodern Feminism):

A woman wants to create a language and a feminist society. Which is a movement of struggle against patriarchy. They are the truth and Rejects traditional notions of reality.

thus, according to various feminist theories, the origin of patriarchy can be said to be determined by caste, but no single thinking about feminism can be clarified in the current time. In other words, no theory can be said to be complete. But the need for feminism to cultivate the capacity for gender equality is the demand of the present, so to speak.

Feminism in India(Feminism in India):

The first phase of feminism in India is (1880-1910). This period is not just about getting the battered woman out, but also works for the upliftment and empowerment of women.

During this period, women in India were victims of social evils like the custom of sati, the custom of milking the baby girl, child marriage etc. To get out of such a situation, the first 'National Social Conference' was established in 1904 and its institutions were opened even in the smallest states of India. From 1974-75, women's organizations began to flourish in India, taking up feminist issues with a new perspective. These organizations oppose women's oppression by campaigning for women's rights. The Chipko movement in the Himalayas in 1973, the Navnirman movement in Gujarat in 1974 and the Total Revolution movement in Bihar gained momentum. International Women's Year was celebrated in 1975. Anti-rape movement started in 1980. Then it got wide publicity through women's organizations. Dr. Vibhuti Patel notes that the fruits of the efforts of women's movements in the last 2 years are as follows. Equal Wages Act, Family Court Act, Indecent Exposure of Women Act, Detention of Unethical Trade Act, Child Justice Act, Commission for Women Act, Fetal Testing Act, Domestic Violence Act, Constitution of Committees to Prevent Sexual Harassment at Workplace, besides amending several Acts, Like dowry, rape, prostitution laws, protection in domestic violence, recognition of same-sex relationships etc...

narcissism((Menism):

'Narvad', as the word itself suggests, is a movement for the rights of men. The aim is to eliminate gender discrimination against men. Narism can be defined as 'a socio-political movement with ideologies such as equal rights for men as compared to women, acceptance of masculine characteristics'.

What happened in the world?, due to which men also had to struggle for their rights and honor? Under what unique circumstances did the need arise for men to show their contributions and achievements to society? The biggest reason of all is that it has become very difficult for a man to live up to the ever-increasing expectations of society. We used to fight and fight only for women through women empowerment, women education etc. It has been seen many times that despite hard work, men have become dutiful to the family and society, but men are looked down upon and despised, due to which the confidence of men is shaken. He has to go through mental stress. Such men are forced to organize their lives. Since 1992, around 80 countries have started celebrating 19th November as International Men's Day to bring such problems before the world. It was started by Thomas Auster, which today is celebrated in more than 70 countries of the world. It was celebrated in India for the first time since 2007, started by a men's organization (NGO) called 'Save Indian Family'. The narcissism movement is mainly

about focusing on boys, improving gender relations, promoting gender equality and highlighting male inspiration. According to a research, 3 times more men commit suicide than women in the world. 1 in 3 men are victims of domestic violence. Men die 4 to 5 years earlier than women. Men are twice as likely to suffer from heart disease as women. Narism works on the positive aspects of men's identities. Men and women have different physical and mental needs. As soon as these needs of men are sufficiently satisfied, their contribution to society, their achievements become known to the society. Our country has separate ministries, judiciary, commissions and various boards for women, children, animals, environment, but when it comes to men's rights, there is nothing in their name.

Narism in India:

In our country, men's rights come under general rights. Laws made for women in India are often misused to such an extent that even the Supreme Court expressed concern over it.

Many people in India fight for women's rights, but no one cares for men's dignity and self-respect, thus making laws for men, by women they are trapped in bota cases. There has been a debate about the law against dowry pain in India. In this law, most atrocities are committed on men. It is to be mentioned that, to protect women from the social curse of dowry harassment, the MP proposed Section 118 in the IPC in the year 1983. The bitter truth of dowry killings in our country cannot be denied, but part of the truth is that women who misuse such rights put their husbands or husband's family in a lot of trouble. It can be said that Narvad is an initiative to bring justice to men against such atrocities. This may not bring about any change overnight, but it should be thought in the direction of changing the traditional beliefs.

Emergence of specific roles based on caste: From a social and psychological perspective

Introduction: Naresh Shukla and Hetal Thakkar (2012) refer to the history of feminist movements and say that, "Even though the violent movements of feminism have subsided, the questions at its center have not lost their relevance. There is a significant change in the traditional status of women in the society, especially in the developed and developing countries of the world, but there are many countries in the world, there are societies, where women's consciousness still exists. Nor is feminism and a strong role behind it pronounced. Women are still in the same state as they were in these developed countries today. This misfortune is yet to be solved."

The news that is published every day is seen to be distorted by the unfortunate reality of women. It's not that there hasn't been change, but is yet to be taken into account. Whatever we are experiencing in society today about the status and role of women has a history of its own and without understanding it the present cannot be truly understood and action may be missed."

In this context we will try to understand caste based roles from a social and psychological perspective in this chapter.

Role of Caste in Social Perspective (Sociological Perspectives of Gender):

Our understanding of society draws from various sociological theories. These principles society, provides a supporting role in understanding concepts like class, race, caste, religion, language. Like all other concepts, sexuality is socially constructed. A sociological perspective shows us that not only the physical (biology) of a person indicates their gender, but society as well as different socio-cultural environments play an important role in gender identity.

Interests of men and women, and L. from studies on differences in aptitude. B. They note that there are no clear and measurable differences between men and women.

Thomson notes based on his study that, the differences between men and women are mainly due to the social impact they have on them during childhood and adolescence. is responsible.

According to George Seward, the differences between men and women in interest, aptitude, mental intellectual power, etc., are the result of social factors. Whatever social differences exist between men and women, the reason for this is the difference in the environment men and women meet in society. A man is given more freedom. So his view is more object oriented and impersonal, whereas women have less freedom and their view is subjective and narrow. These differences have nothing to do with their biological differences.

In short, through the process of socialization one becomes aware of one's gender and the social expectations attached to it. Socialization of sexuality develops through family, classmates, school, religious institutions, mass media. This process reinforces our gender roles. An

understanding of sociological theories must be gained to understand how such gender roles are constructed. Four such principles are briefly described below.

(1) Functional theory of sexuality (Functionalist Perspective of Gender):

How can society be stable?, Emile Durkheim, who studied it, states that assigning tasks based on gender roles in society can maximize their efficiency, which helps society to remain stable. Society is a complex process of individuals and relationships. For any society to function smoothly, each individual and groups of individuals need to perform tasks to the best of their ability, consistent with the norms accepted in the society. Functional theory suggests that gender-based roles divide labor to maintain social equilibrium in society. According to this division woman's role is to give birth to children, child rearing as well as take care of household chores etc... on the other hand man is assigned the role of earning a living to support the family, which is opposed by feminists.

(2) Conflict theory (Conflict Theory):

Proponents of the struggle theory claim that power is exercised by one social class over another and social order is maintained through the exercise of this power. The originator of this theory is Karl Marx. He said that society is a stage on which there is a struggle for power and dominance. So in a capitalist society there is a conflict between the dominant ruling class and the workers. Friedrich Engels, an associate of Karl Marx, expanded on these notions to suggest that this conflict also occurs at the family level. In the family, the husband is considered dominant and the wife as the worker, and the husband becomes autocratic. Where women were considered to do only menial housework, the power was transferred to the man. So the plaintiffs believed that 'women's emancipation will be possible only when women become partners in production, production'. When women gain economic strength by becoming wage earners, their power within the household is strengthened and can lead to more communal arrangements. Research has shown that, as household labor is associated with underemployment and lack of power, the housewife handles all the household chores and the more powerful spouse does less of the housework. This theory has been criticized for overemphasis on the economic basis of inequality. This principle does not take into account the consensus existing between husband and wife regarding the division of work.

(3) Symbolic Interaction Theory (Symbolic Interaction Theory):

Symbolic interaction theory states that, social interaction is a dynamic process, in which the behavior of people continuously changes as a result of the interaction between them. Sociologist Max Weber laid out the basics of this theory by stating that individuals act according to the meaning and interpretation of their own unique world. Herbert Bloomer coined the term 'symbolic interaction' and outlined the theory as follows:

- (1) Any person towards other people and things, who interprets from them, acts.
- (2) That interpretation is the result of social interaction between people.
- (3) Meaning—Construction and understanding are a continuum, during which the initial meaning may remain the same, change slightly over time, or change radically.

thus, society and its institutions exist because of human interactions. How people perceive a situation, interact with it. Their response to a situation also depends on what others' beliefs are about that situation. Definitions of each situation influence others' definitions of race, school, and society. Another important aspect of this theory is that men and women treat each other according to who they are labeled as. This behavior separates the species rather than unites them. If one observes society, one sees that these gender groups are separated from childhood. This reinforces the perception of gender differences. Even when the two sexes interact, differences between levels of power and prestige are created. Thus the more powerful caste becomes dominant.

(4) Feminist Sociological Theory (Feminist Sociological Theory):

In this principle, women are encouraged to raise their voice about their rights. Different feminist theories (which we have studied earlier in feminism) try to explain the social differences between men and women.

Dr. Criticizing the above theories regarding gender roles. Neera Desai notes that, men and women do not have fixed, genetic and irreversible mental characteristics. Attitudes and aptitudes are formed as are the values in the society. The conclusion that biological inheritance cannot be ignored, but everything is made of it, is not true. According to the sociological theory of gender roles, there is no limit to the scope of a woman's work. This principle is scientific. It is realistic, objective and practical. Not only that, but is relevant to the contemporary situation. In modern society, women are contributing in every field of social life and there are many

examples of women achieving success in every field. Education, engineering, medicine, literature, arts, journalism, military, justice, legal, etc. are playing a role in all fields and there are women achievers in all fields. Hence it is impractical to separate the fields of work of men and women or to limit the field of work of women.

The Role of Gender in a Psychological Perspective (Psychological Perspectives of Gender):

Psychology is the study of human behavior. A person's psychology is influenced by the person's biology as well as their environment. Biological and social factors manifest differently for men and women, one's individual psychology is strongly influenced by one's race. Research shows that depression, stress, and anxiety run deeper in women than in men. Alcoholism and antisocial tendencies are more common in men than in women. Some theories related to the psychological perspective on gender are discussed below.

(1) Theory of Evolution (The Evolutionary Theory):

This principle states that, our genes are responsible for our behaviors. Years ago our ancestors were hunters and gatherers. They depended on nature for food. Gender roles came to face certain challenges. There was a division of labor for men and women for such roles as hunting for food, reproductive instincts, etc. Men must be agile to hunt, so he developed physical strength. As time went on, the male became aggressive and strong for survival and the female became the nurturer and caretaker of the family. Thus, gender differences emerged.

(2) Biosocial theory (The Biosocial Theory)

In 1972, John Money and Enck proposed the theory that, both heredity and environment contribute to the role of sexuality. According to a research, a baby is born as a girl. But if she is brought up as a boy, the girl considers herself a boy. Thus, according to this theory, children are gender-neutral at birth, with their identity emerging after three years. Social norms and practices provided by the society have a positive and interactive effect on enhancing the child's development. Society and its expectations influence a child's gender identity. As a child grows up, he begins to follow certain expectations. Tell him what kind of game he plays, what kind of prank he plays. We can see things like what friends like, etc.

(3) Social Studies Theory (Social Learning Theory):

Gender roles are taught through observational imitation in social learning theory given by Albert Bandura. The child observes that, how others of the same sex behave and the child imitates it. When such behavior is reinforced by parents, peers or adults through praise, reward or punishment, the behavior becomes part of the individual's personality, eg – girls imitate watching mother cook, girl impressed by his father's driving, he imitates the behavior.

(4) Caste Scheme theory (Gender Schema Theory):

This theory was proposed by psychologist Sandra Bem in 1981. He emphasized that, children learn about male and female roles from the culture in which they live. According to this theory, children are the beginning of social development to gradually conform to the gender norms of their culture. Adapts by behaving like them. of the child for this principle

Also depends on the observation that society from male and female what to expect. For example, a 5-year-old child learns by observing that boys and girls wear different clothes, that if the child is offered clothes of the opposite sex, the child may refuse to accept these clothes. Once a seven-year-old boy was given a pink compass box as a gift, he refused to use it because he associated the color pink with the color of a girl. This theory also shows how the child will behave with whom, as well as what will be their preferences? Also will establish standards of self-regulation. Consider another example — a girl sees that her mother does not stay out of the house till late at night. His mother always returns home in the evening. Other female members of the family also behave similarly. So that girl has formed her caste scheme that it is not proper for a girl to stay out after nightfall. So when his classmates plan to go to the movies at night, he refuses to go with them. Thus, a limitation of this theory is that the caste schema formed by the girl influences her actions, it does not explain individual differences. Two children with the same environment may have different gender behaviors. As such, two girls in the same family and environment may respond differently to toys. One girl likes to play with dolls and another likes to play with fast cars. These differences may be due to genes and hormones, which are ignored in this theory.

According to the study of Terman and Miles, women express interest and aptitude in special and special occupations in subjects like their housework, artistic occupations, comfortable and homely occupations, children destitute and relief of distressed persons, literature, art, music

history, etc. happens Apart from this, the psychological characteristics of women are expressed in things like kindness and sympathy, jumpy and more clingy in daily practice, artistically sensitive, sentimental and special expression of feelings. There is no need to hold the notion that women are inferior to men just because they have such psychological characteristics. In short, according to the promoters of the psychological theory on gender roles, women should be given the opportunity to develop in the field that suits their interests, tastes and feelings without opening up all fields of work to women. It is the duty of a democratic state to give such opportunities to women. This theory is more scientific and practical than the biological theory, but this theory does not advocate equal roles for men and women, but only believes that women can play roles in limited areas outside the home that suit women's interests and feelings.

Emergence of fixed gender roles: (Emergence of Fixed Gender Roles):

A person occupies a fixed position or position in any group, and according to which other members of the group expect a certain behavior style from that person. A person's behavior according to these expectations is called his role. A role is the behavioral aspect of status. A person plays as many roles as there are groups he belongs to. E.g. We have certain concepts in our minds for mom, dad, grandfather, grandmother, brother, sister, etc., and according to those individuals, family members have expectations of their role-behavior. A person plays a role by interacting with mother, father, sister and each of them has their own roles. If a person is an employee in another group, his role changes there, thus he has to play as many roles as he is a member of the society. All these roles combined form the role complex of the individual.

- A role is a pattern of expected behavior associated with a status.
- A role is a way of performing duties.
- A role refers to the reciprocal relationships between individuals, like, husband - wife, teacher - student, shopkeeper - customer.

How does one assimilate these roles?, it is very important to know. This is not a role that is cultivated overnight. It is a lifelong process. Many institutions are instrumental in the emergence of gender roles in one way or another, and they are constantly alert to the inculcation of roles. We will try to understand the role of different media in shaping this process of socialization, family, caste, religion, culture, school and different media.

the family(family)

The family is the primary unit of society and is considered the cradle of socialization. Since the upbringing and development of the child takes place in the family, the main responsibility for the socialization of the child lies on the family. Mother in the family- Siblings, grandparents etc. have deep relationships of love, cooperation and sympathy. The family is the institution through which the child receives the primary training for moral development and social development. Children follow the instructions of parents and imitate their behavior. The model of social behavior they present to children, the behavior children also follow.

How much discrimination is kept in the upbringing of son and daughter in the family, caste plays a huge part in shaping it. The birth of a daughter means jalebi and the birth of a son means the sharing of pendas, a distinction that sets the stage for caste-based roles in the family, although these concepts are also changing now.

First, families dress children in gender-specific clothing, teaches eating and drinking habits, excreta training, hygiene training etc.

If the mother tries to divert the daughter to housework, it is seen that the father tries to divert the son towards financial acquisition. Some There is a tendency in families that boys do not work in the kitchen. Also in terms of playing games, girls play door to door, jump rope, play kooka, play dolls, while boys will play hurdy-gurdy, cricket, gun and games that can be played outside the house and encouragement is seen for such games. Gender behavior is also determined by what clothes to wear etc. Gradually, as children grow older, the distinctions between these roles also become more pronounced. For example, making girls polite, not sending them out alone, not staying out late, concern for their safety, etc., whereas, boys can go out late at night, they get some more freedom, etc. However, there is now a change in attitudes regarding gender roles.

Family also plays an important role in boys and girls choosing certain types of educational and professional careers. Engineering, Advocacy, Journalism etc. branches tend to teach boys and Arts, Commerce, Home Science etc. tend to teach girls. However, there is a lot of change in the trends towards studying in the current times. Research on this shows that family attitudes have a huge impact on children.

Caste(Caste)

Caste is a form of social stratification characterized by endogamy, hereditary transmission of a lifestyle which often includes an occupation, status in a hierarchy, and customary social interaction and exclusion.

"Caste is a group with a distinctive noun and a distinct status representing social stratification, which is inherited at birth. It includes occupation, kautishreni (concept of being superior-inferiority), customs and restrictions of social interaction underlying the way of life."

A caste name is a mark of identity of a caste group. It is also a status symbol. Caste is sanctioned by tradition. As a form of stratification, the caste system follows two principles, khand bibhajan and kotikrama. Khand Vibhajan refers to the division of society into numerous groups and sub-groups known as castes. The principle of kotikrama suggests the arrangements in ascending-descending order of status of different castes. Each caste considers itself higher or lower than other castes.

Patel, Vaniya, Brahmin, Mochi, Darji, Jain etc. castes have their own distinct customs and habitation. Caste as a community establishes the relationships and social norms of its members. The members of that caste also have to follow it, otherwise they have to suffer the fear or displeasure of the people of the caste. Each caste has its own rules and customs regarding marriage, eating, rituals, living, occupation. Caste status is given by birth. Caste organizations have become stronger in current times. Of course, it has no legal status in the constitution, but caste consciousness has become stronger among the people. Even though the number of inter-caste marriages has increased, people still tend to do their own. In order to make the caste stronger, students are given good encouragement to advance in education, educational vocational guidance programs are conducted, marriage gatherings are held, so that young men and women within the caste choose each other for marriage.

Choice of caste people, there is a kind of similarity in habitation, food, dress, dialect and language, profession etc., which form caste-specific roles. However, there is also a change in lifestyle as sources of income change, or living elsewhere. For example, Bharwad or Kachchi people or other caste people living in the city have now adopted modern dress instead of their traditional clothes. This trend is seen in almost all castes. Even among women, instead of sarees, Punjabi dresses and modern style clothes among girls have increased in trend.

In the traditional caste system, caste and profession were inextricably linked, which is now broken. Brahmins are associated with priesthood, potters with pottery, barbers with barbering, tailors with sewing, cobblers with leather work. But now education, industrialization, diversification of occupations, development of technology and urbanization result in diversification of occupation choices.

religion(Religion):

"Religion is man's belief in the existence of supernatural powers more powerful than man governing nature and man's life, and the worship and adoration of such powers accordingly." James Fessler Religion is a system of special relationships between humans and a divine power, it teaches people in society to behave according to rules and limits, and thus it acts as a social control, fear of religion stops people from compromising their moral values. Establishes values and principles among the people by distinguishing between sacred – profane, right – wrong.

Each religion has its own beliefs, norms and customs and people are motivated to live a social life according to their religion. Hindu, Muslim, Jain, Zoroastrian or Christian religions have their own principles and guiding codes of life style. The religion a person believes in, he follows and develops his gender role accordingly.

In Hinduism, the system of four ashrams is presented as a cornerstone of the ethics of following a certain chain of gender role development in Brahmacharyasram, Grihasthashram, Vanaprasthashram and Sannyasashram. It specifies the roles to be played by women and men. In present times, the span of 25 years has not been tight. But generally people believe that study in early years, marriage in adulthood, conversion in adulthood is the order of life. Every religion emphasizes learning the virtues of 'truth', 'love', 'non-stealing', 'non-violence' etc. It motivates man to practice humanism.

Rituals also guide individuals to perform their fixed roles. vow, festivals, religious festivals assign certain responsibilities to men and women. Responsibilities of being righteous are the same for both, but there are differences in the ways of performing some actions. Differences prevail according to each religion in actions, worship etc.

Chandrika Rawal (2010) writes that, "Although religion was a personal matter, most religions upheld patriarchal behavior patterns. It has contributed immensely to the development of gender roles. In all religions established today, the ideals of female supremacy weakened over time, goddesses were replaced by gods, and the construction, interpretation, and control of all major religions fell into the hands of upper classes and upper caste men, who dictated many of the issues that resulted in religious codes of conduct. . Because, when any belief is backed by religion, people are led to believe that it is ordained by God and it has a profound effect on the public mind. "

Despite this discrimination, every religion inspires man to be tolerant, charitable, merciful, humble and humble. It inspires to move towards the goal of how to make life meaningful.

Culture(Culture):

Culture is an essential characteristic of human society. It is through culture that a corporeal animal is motivated to become a human being. Humans have culture is, animals have no culture. In common conversation the word culture is used for polite and courteous behavior. If we look at its definition —

"As members of society our ways of thinking, ways of acting etc. Culture consists of all the complex quantities that we have." - Robert Burstadt

Whatever we think, it contains our beliefs, scientific truths, religious beliefs, sayings, imaginations, legends. Ways of doing activities include our customs, manners, fashions, manners, laws and values etc. and 'what we have' includes vehicles, vehicles, roads, bridges, furniture, houses, utensils, all material materials, making and using them. including ways to use etc. thus. Culture creates guiding principles for how a person thinks, feels, what things and how to use them. In short, it creates an outlook on life.

If seen in this sense, culture is the goal of human society, through which a person develops behavior and lifestyle according to his caste. He imbibes language, manners, dress, food, choice of occupation, art, literature, entertainment, values of life, principles etc., and tries to mold his life according to the culture of the native.

Culture has a long history, it does not change rapidly. We can clearly see the difference between Indian and Western culture. According to Vedic culture, the influence of culture can be clearly seen in marriage rites, child birth rites, death rites, home and its decorations etc. In the current era of globalization we can see differences between different cultures.

Culture also continues to spread, the culture of one society affects the culture of another society. City culture permeates rural culture. As the spiritual culture of India spread to the West, the materialism of the West affected our culture. Thus, culture has a deep hold on lifestyle.

territory(Region):

The region or state in which a person lives has a specific type of legal arrangement. Age of maturity, specific types of restrictions and rules that are part of social norms, which have a major impact on a person's life activities, residence and mentality.

A person's lifestyle also depends on the region he lives in. That city, living in villages or in backward areas, their gender development also depends on it. Migration and the history of mankind are intertwined like a warp. Employment and migration go hand in hand.

Rural people are attracted by the possibilities that cities offer, but they live in slums and experience extreme poverty. Mumbai's 'Dharavi' slum is a real example. Such migration is happening not only within the country but also abroad, today millions of Indians live in America and other countries. This has also led to many cultural and social changes.

Now there is talk of smart city and metro city, life is changing very fast. A kind of change is being seen in the roles of men and women. Today, most women in developed countries work outside the home. There is no field left where there are no women. Women are also found in male-dominated fields like police, fire brigade, army etc. But where regionalism is concerned. Until then, gender inequality is still being seen in the interior villages. A woman spends her life within the four walls of the house. Lack of education, malnourishment, atrocities etc. are being victimized but now the rural life is also affected by the urban life and the mass in it. Media has a huge contribution. Exchange of cultural contacts, desire to improve living standards and enjoy foreign products and ideas, adoption of new technologies and habits, and participation in world

culture have mixed effects. Internet has truly made the world smaller. It has now become easier for a villager to eat Japanese noodles while an American eats Gujarati curry-khichdi.

Media / Mass Media (Media):

Mass media is a means of sharing information with a large number of people at the same time. It has a deep grip on people. Even today in newspapers the cost of 'printing' is more important to people. That is, the group that has been considered as the watchdog of public education and is known as the fifth power. Mass media include newspapers, magazines, radio, television, V., Internet and cellphone are included. All these media contribute significantly to the framing of gender roles. Its implications cannot be underestimated.

T.V. Serials and cartoons presented on, advertisements and news presented in newspapers contribute significantly to the development of gender roles. In today's time, all these mass media have become media that have a deep impact on the society. Advertisements have the greatest impact on the child mind. From chocolates to toys, soaps, clothes, jewelry, vehicles, etc., they are influenced by advertisements. Sometimes this also causes conflict between parents and children. All these things happen in the personal life of the serial watchers as well. There is also a drastic change in the couple's view of each other. People's attitudes towards marriage are changing. Individuals have their own identity with the characters presented in it. The effects of these serials, which are often presented against reality, can be a hot topic of research.

Professor Wilber notes that, by the time a child reaches the age of three to sixteen, he spends more time on TV than in school. is spent watching. The average person spends about one-sixth of their waking hours watching TV. spend watching. Now this place has been usurped by cellphones. Today there has been a kind of revolution in communication with cellphones and apps like WhatsApp. USA Today reports: "Today, 70 percent of husbands and wives call each other daily from their cell phones just to check on each other. 64 percent of husbands and wives decide what they will do on the phone every day, and 12 percent of parents talk to themselves on their mobiles every day."

Alternative media are proving to be the most powerful media in these rapidly changing times. People's own choice - dislike, attitudes, beliefs, behavior patterns are affected by the information presented in the media.

Today, radio is becoming equally popular. People are aware of traffic on public roads, birthday greetings are now being exchanged on the radio. Radio jockeys are now enjoying a high social status.

All these media have legislative and inhibitory effects on socialization. On the one hand, these media are an endless treasure trove of information and transmission of wisdom. Presentation of our Sahitya and Puranas It also makes people aware of our scriptures and values. Facilitates scientific development. History and ancient culture can be brought alive. Yoga education can be popularized. Subjects of knowledge have become available to people without any fence. With the help of the Internet, the entire world is now available at the fingertips and a significant difference can be seen in the lifestyle of people. Today's student does not come with a blank mind, but is entering the classroom with a wealth of information and knowledge. Thus, communication media is a major contributor to the socialization process.

Unit: 4 Gender: Representation and Issues

4.1 Caste Based Conservatism in India: Concept, Role of Teacher, Parent and School in Preventing Caste Conservatism

Caste-based conservatism/stereotyped caste (Gender stereotypes):

"Gender stereotyping is the practice of ascribing individual woman or man specific attributes, to an characteristics, or roles by reason only of her or his membership in the social group of women or men." - (United Nations Human Rights, 2014)

United Nations Human Rights, 2011, 'caste-based stereotyping is the way in which men and women are assigned specific characteristics or roles in society based on their gender.'

Conservatism means literally- Conservative, while bias means preconceived opinion or opinion. Conservatism is developed based on traditional beliefs, which directly or indirectly affect the attitudes of the individual. This conservatism often affects certain types of decisions as well. For example, a young man who prefers a girl of another caste marries a girl of his own caste, putting a full stop to his choice because of the belief and orthodoxy that he can marry a girl of his own caste. Thus, it also affects one's decisions. Due to stereotypes and prejudices, sometimes the behavior of a person is also changed, the effect of which can be observed by other persons through the behavior of the person. Also the way one looks at boys and girls affects our feelings, emotions etc.

Let's try to understand with an example. T.V. A serial aired on the channel One of his characters in 'Chhota Bheem' is 'Chhota Bheem', a brave boy who gets power from a ladle and licks the dust of criminals. While Chhota Bheem's friend Chutki is a delicate girl, seen only with red-lipstick, this is called a 'gender stereotype'. Children get the message that a girl's job is to go around wearing decorations. Taking the whole thing two steps further, the girl herself has to find a strong Bhima to 'rise'. In the new era, it is more important that Bhim means that the spouse is physically as well as socio-economically strong. In short, fixed notions about the roles men and women play are stereotyped gender beliefs.

"Gender stereotypes are generalizations about each gender. Gender roles are generally neither positive nor negative; they are simply inaccurate generalizations of the male and female attributes

"Gender stereotypes are general concepts about the roles of each gender. None of the gender roles are normative or negative, but imprecise generalizations for male and female characteristics."

"Gender stereotypes beliefs about sex differences likely to influence behavior even if untrue."

"Race stereotypes are beliefs about gender discrimination that often affect behavior, even if they are sometimes untrue."

It is clear from the definition that these beliefs are learned and do not get rid of them quickly.

Apart from home-society, teachers and schools also indirectly or directly help in reinforcing gender stereotypes. Participating in drama and girls in garba. Teachers are seen explaining the working of a tool or machine to boys and girls are recalled for household work. Often in textbooks, a boy is seen playing with his friends and a girl is seen helping her mother with housework. The girl plays Nanabhai (ie, take care) and the boy plays cricket.

Any one gender on any work / thought / reasoning or imagination—A caste cannot have the right of a person. By doing this, girls are reinforcing the glands in their brains by behaving differently with boys and molding them into certain patterns. We do not allow them to grow as a person or as a human being. The first responsibility of parents and teachers is to create equal opportunities for boys and girls, nurture their strengths and teach them to go beyond their limits.

The problem with stereotypical beliefs is that they eliminate all possibility of variation or differentiation. Only by crossing the boundaries of stereotyped roles created by society can one become independent or self-sufficient and can bring back new understandings to society. The foundation of human development or evolution lies in crossing borders, not in rocking this border or rigidly sticking to the borders.

Broverman and Broverman clarify this concept in a study of what kind of stereotypical roles society expects for women and men., mentioned it, which is as follows.

Caste-based conservatism in India (Gender Stereotype in India):

Both boy and girl are representative of this society. At present the third caste (third gender) has also been included. No matter how much we talk about equality, even today we can see division of work based on certain stereotypes i.e. stereotypes in every home, school, society based on caste. Women are always believed to be fragile, weak, poor, weak and

domestic and men are always brave, fearless, strong and earner. Caste-based individuals are expected to perform their actions based on such beliefs. Each person has different strengths, emotions, abilities, desires, thoughts, and stereotypes are imposed on them by ignoring them. The film "Ki and Ka" attempts to change the stereotypical roles of men and women. Through such efforts we can somewhat reduce the caste based prejudices and our stereotypes in the society.

Caste-based stereotypes at present are as follows.

- Women in South Asia under Gender Discrimination, right to life (right to life in the most brutal cases, including infanticide or feticide) to equal access to food, education and equal mobility etc. are excluded. It means that the reason behind this probably lies in the fundamental Hinduism of the dominant upper castes. As such, there is a strong social norm and belief that only sons, not daughters, should take care of elderly parents.
- A son is called a ladder to heaven. There must be a Kuldeepak in the family. Due to such stereotypical belief, the family continues to strive to have a son. It does not matter to him how many daughters are born while doing so. thus, indicates priority for procreation.
- The action of pinddan can be done only by the son. The daughter is kept away from him. religious belief, superstitions etc. the importance of women is underestimated.
- Although the practice of child marriage has decreased in India, in some communities girls are still largely married off at an early age, after marriage their education is interrupted and they are withdrawn from school.
- In some castes in the country, parents are hesitant to send school-age girls to school due to the practice of burkha pada or ghumta.
- Women only have to handle the kitchen. From childhood, if it's a girl, we give dharghatta toys and if it's a boy, toys like bat-ball., which indirectly supports sex discrimination.
- Bringing an age-appropriate person in the house, the decision of a man is considered final even in matters like doing demanding work, making an important decision related

to the education of children, etc. Decisions are taken if the elder male member of the household is yes and no if not. Women's interference is not practiced in it.

- If there is a boy, he can be sent abroad for study, but the same decision is not taken for girls because it is believed that since girls are married to their in-laws, their earnings will not benefit the parents and if the girl has to study, the in-laws after marriage. Go and study. There is such a mentality.
- In the past, the population had to depend on the son Daughters not behind in some classes, rather there is a strong tendency to invest in sons.
- All household bonds are for women only, he is often taught from an early age that he 'shouldn't do that'.
- Instead of a woman handling the kitchen of the whole house, if the kitchen is to be done for a big event, then the catering job is given to the man.
- Men own most of the property and financial resources There is only control.
- Women should give the inherited property from parents to their brothers because the brother has to take care of her all her future life.
- Women should not go out alone at night and should be accompanied by a man if necessary.
- Men have control over women's productivity and labor power. like- Women do not have freedom even in matters like how many children to give birth to.
- Women and girls have to eat with the men or elders of the house, so finally if there is not enough food, the women run away. In very few families all the members of the household sit down to eat together.
- A proper nutritional diet is essential only for men, because she has to go out and work to earn money, there is a belief, supported by the National Nutrition Monitoring Bureau, that about 50% of women in India are energy deficient.

- There is a tendency to allow women to work only if there is time and energy to spare after taking care of family responsibilities. This concession is also given only by the men of the house.
- Women are always given lower status than men in terms of occupation and career as well as wages. A high official of a company (director), the choice of a male as compared to a female as principal is considered appropriate.
- Civil Services, there is a belief that services like defense are not for women. But through various women empowerment programs run by the government, through various schemes and provision of reservation for women, there is a change in thinking.

thus, women are economically and socially undervalued compared to men, which has a direct impact on the opportunities available to them.

Teacher's role in preventing gender stereotyping : (Role of a Teacher to Prevent Gender Stereotype):

A teacher assumes a high position in the society. His role in the classroom is that of a hero who inspires students to follow him and it is the teacher's responsibility to socialize them along with teaching in the classroom. Students look up to the teacher and trust his behavior. From the teacher's dress From their speech, style, lifestyle, expression, etc. are under constant observation both inside and outside the school. Generally, the teacher of that subject is expected to have high content knowledge, effective teaching methods and noble qualities of personality. So educational and professional readiness is at the base.

Here the teacher is expected to play a special role in removing caste discrimination.

Because as mentioned earlier, a teacher is an ideal role model for a student. They spend about six to seven hours a day with the student. Therefore, their every behavior should play an important role in the formation of students. For this the following suggestions can be chosen by the mentor.

Responsibility to Socialize Students:

In a country where the values of freedom and democracy are given priority, people have become more aware of the social goals of education. The social community expects the teacher to: they make their child an excellent citizen, their character is shaped. Where traditional parents tend to develop the prevailing mentality in the society, the teacher has to explain the parents as a consultant and teach them to develop a healthy and social change-oriented attitude in the students. Because, students have to build themselves and career in modern society. To understand from an example, village boys or some caste boys have a traditional and customary mentality towards girls, that girls should do housework, they don't need to study, they have lower status than men, etc. These students have to advance in the modern society. It is possible that if a woman is working as a superior in her professional life, it will be difficult for her to adapt professionally.

Here the teacher has to create an environment where caste discrimination does not develop among students and both genders respect each other as individuals.

Establishing warm personal relationships:

This is a very sensitive and delicate issue on the part of the teacher. If prudence is missed in these relationships, then both parties have to suffer very opposite consequences. It is the teacher's responsibility to establish a controlled yet close relationship with the student. Full discretion in the teacher for this, requires awareness, seriousness and empathy.

Any student should be able to easily approach the teacher if they have any difficulty. He should not hesitate to approach the teacher. Along with this, the teacher should also have such an aura that the student is afraid of doing anything wrong. He should be shamed by the teacher for unruly or unruly behavior. thus, the teacher should treat the student as a friend, but the student should be careful not to treat the teacher as a friend. Such a warm teacher relationship makes the process of socialization more effective. Research shows that humanizing can be done better by showing emotion, persuasion, love or warmth than by command, threat, punishment or harsh discipline.

The interactions between boys and girls in school are bound to create questions. This time only the mental health of the teacher can help bring about a harmonious solution.

Because, the understanding of students studying at school is still immature and many other media are affecting it, only the teacher can bring a calm and persuasive solution.

Role of Neutral Behavior:

Teacher learning, in giving guidance or any other assistance it is necessary to treat all students equally with respect to caste, caste, class, religion, family background etc. and treat them without any kind of bias. Even the teacher accepts this role mentally. But his own upbringing and the level at which his own individual mentality operates, rests on the basis of his reality. If a teacher has a biased or prejudiced attitude towards girls, he cannot develop a healthy attitude in his students. They may not encourage girls to pursue further studies if they have developed notions that women should play traditional social roles. While conducting co-curricular activities, one should remain neutral and act to contribute to the development of the student by identifying his/her appropriate strengths.

Continuous and annual assessment should also be conducted in a truthful manner keeping in mind the individual skills and achievements of the student.

As an enabler to work in a disciplined environment:

A teacher has to do teaching work in the classroom, and to create an environment where students can learn with clear understanding. Creating a disciplined environment in the presence of boys and girls in a class of 60 to 80 students has become a challenge in the present times. At this time the teacher has to play the role of a strong leader and a friendly counselor while maintaining a discreet composure. This is a complex role. A teacher who has grasp of the subject matter, effective expression, mental balance and tact to explain the mind of the students can achieve the desired goals. Most of all, the level of indiscipline has increased in today's schools. The teacher is often seen making futile attempts to complete the teaching work in the classroom by throwing tantrums and taunts. On the other hand in the classroom, boys and girls spend time teasing each other, making fun of each other, or playing some game with each other. They do not understand that all this is hindering their development. Indeed, the role of a teacher is multi-dimensional and truly responsible.

Role of parents in preventing gender stereotyping : (Role of Parents to Prevent Gender Stereotype):

House one ave. That is the kind of natural social organization, in which each individual fulfills his own needs through relationships with other individuals. At home, children often develop their social skills by imitating their elders. Therefore, it is the duty of the parents and elders in the home to inculcate high ideal values in their children. According to Rubin, in a family, parents tend to have a dominant attitude with their children. From the first day of birth, men and women are socialized differently within the framework of traditional concepts of sexuality. Caste-based discrimination is seen in their toys, activities etc. Hence, the parents have to play the following roles so that the negativity of gender stereotypes does not come and the overall development of the children takes place.

Role of Responsible Parents:

Everyone in the house should behave as a member of the family accepted and k, have to perform complex tasks. The responsibility of parents is to see their children as individuals and not as genders and to praise their actions and prepare them as responsible citizens by teaching mutual love, empathy, respect and adjustment. Division of work should not be based on gender. They should be trained in self-defense. He should always be trusted. Responsible motherhood and fatherhood can be said only when parents instill true, loving and high morals in their children. Child rearing is a joint responsibility of parents. In order to consciously shoulder this responsibility, parental education has begun in modern times, including training on how to inculcate high values, ideals, behaviors and thoughts in children.

Role of providing a healthy environment:

Giving birth to a child in a family is not a full stop, but it is up to the parents to create a safe and happy environment for the healthy development of the unborn child. So the parents have to play such a role that every member of the household can express themselves freely. Even if there is a decision to be made, the parents have to create an environment where all the members of the family are consulted and a joint decision is made. A friendly environment should be maintained where children can interact freely with their parents. A relaxed atmosphere should be created where they can freely discuss with the parents whenever they face any kind of difficulty.

Role of developing respect:

To respect the rights and feelings of boys and girls in the family It is very important to learn. Boys and girls need to be brought up in a way that preserves each other's dignity. Mere education is not enough, but it is the responsibility of parents to develop healthy attitudes and values. Parents are the first role models in a child's life. As they learn to see, each member of the family should behave in such a way that self-respect is maintained, so that their child can learn to maintain the respect-respect of others and develop it as a true value.

Role of Preserving Socio-Cultural Values:

The development of values takes place over a long period of time, passing down from generation to generation. Knowledge of values or acquisition of values usually from the environment of society, from parents, from relatives, friends; Received from schools, temples, monasteries, caste. Parents- should adopt values and attitudes keeping in view the changing needs and beliefs of the society. It often happens that there is a conflict in value selection when one has to choose from values that have different forms and when one value is taught in school and the same values are taught in contrast at home. At such times parents should impart understanding to the new generation by choosing an alternative value considering the consequences to its household, caste, family and nation along with desirable and undesirable aspects.

thus, parents should play the above role to prepare a good citizen for the society, besides educate them about sexual abuse to develop a positive attitude. Encourage children to regularly share experiences with parents throughout their day. Talk to children, observe, don't listen to voices, listen to them too. help Give specific guidance to the child. Integrate them into your daily routine. Most importantly 'give them time'.

Role of school in preventing gender stereotyping : (Role of a School to Prevent Gender Stereotype):

After the family, the school plays the second most important role in the socialization of an individual. Here is what role the school as an institution can play in eliminating gender discrimination, will discuss about it.

Education as an institution:

Any organization is established to fulfill certain objectives. Education comes into existence as an institution for imparting formal education.

Its features are as follows.

- An educational institution is a social institution made up of different types of human beings.
- It has certain functions, and to perform those functions a social structure is formed. In which administrators, principals, teachers, office workers and students have their own fixed status, and according to that status everyone has to play their role.
- A number of norms regulate these different roles as well as the reciprocal relationship, have administrative rules and procedures.
- The particular social order thus determined serves to accomplish the functions of education. Academic as well as other achievements of the students depend on the management of the educational institution.

thus, Education as an institution occupies a privileged position in the society based on its functioning, as it is from here that the children of the society imbibe important lessons of life values. The school does the noble work of human endeavor along with education. His works are vast. Here we will consider the role of school in eliminating caste discrimination.

Role of Educational Institutions in Eliminating Gender Discrimination: Buddhish Chandra Shah and Kaushalya Shah (2013) The book 'Sociology of Education' lists the main functions of an educational institution as follows:

- (1) Function of socialization and social control
- (2) The function of adapting to social change
- (3) The act of forming one's personality

(4) selection and allocation function

(5) The function of creating social mobility

(6) Constructive and creative work

(7) Work of knowledge creation

If we consider the essence of the above tasks in the context of eliminating caste discrimination, it becomes a complex task. Because, caste discrimination, as stated many times before, are rigid concepts that extend to the unconscious mind, and since education is a lifelong process, this change is possible only through it.

Currently, education has taken the form of an industrial institution. But no physical thing is produced here. It educates to prepare citizens committed to building a strong nation. Which prides itself on the values of equality and equity.

This matter will be more clear from the following points.

An educational institution works to mold living children. It remains part of a sensitive humanizing process.

Other institutions family while the human child is in school, caste, friend circle, public media are also involved in the process of socializing him, and those tools also have a profound effect on him, so the role of the educational institution has become complex. Other tools either help or hinder him in achieving his set goals. For example, the school values peace and student TV. But it could be because of the impact of the film showing the importance of violence.

A different culture at school, caste, rural/urban, poor/underprivileged and children with different intellectual talents are getting education together. Keeping all these together makes the task of teaching harmonious values difficult.

Apart from this he lists the new works that have come into existence according to the demands of modern times, which plays an important role in eliminating gender discrimination.

Work of care and upbringing of children:

Pre-primary for the care of children of working mothers Education including Kindergarten , organizations like playgroups, nurseries have come into existence.

With the establishment of kindergartens even in rural areas with the help of government grants, the task of caring for young children is shifting from the family to the educational institution.

Boys provide an opportunity to introduce girls to each other:

The number of co-educational (boys and girls studying together) schools increased in India, especially after independence.

As for the state of Gujarat, according to the third educational survey, out of 22,371 primary schools, 91.3 percent were co-educational schools. Only 559 (2.5 percent) Kumar schools and 498 (2.2 percent) were girls' schools. In this context the role of school becomes important to eliminate gender discrimination. Because, what is the form of co-education in the school, is important.

Still boys and girls have different practices and attitudes in the Indian psyche. They have different seating arrangement in the classroom. Cultural and sports activities are also organized separately. Many schools also have separate staffrooms for male and female teachers. Some schools take special care not to have too much contact between boys and girls, control and monitoring. Thus, in co-educational schools and even in the same class, boys and girls find it less easy to come into contact with each other and develop relationships.

Positive of the school here, a healthy and supportive role becomes important to overcome gender discrimination. It is the school's responsibility to teach boys and girls to develop a healthy attitude towards each other. Some schools, especially urban schools, provide opportunities for informal boys-girls to interact and get to know each other in various co-curricular activities under the supervision of teachers. Parents have now come to accept these

activities and not only encourage them. Thus, education as an institution plays an important role in eliminating gender discrimination. This position can be strengthened when the teachers who serve in it fulfill their role as leaders in this direction.

Gender biases: health, nutrition education and the workplace

Introduction:

Devvrat Pathake (2001) In the preface of the book 'Stri Saptak', it is written, "Check the situation in any country, in one thing all countries are the same. In every society, women occupy a lower status in terms of the position of women in the society and the treatment towards them. Everywhere her work load is more but the income is less. The policy of discrimination has been manifesting itself in various forms in all societies.

The situation is slowly but surely improving. Increasing prevalence of education, the advancement of science, the spread of information media, the work of the various branches of the UN, the contributions of global conferences and non-governmental voluntary organizations, etc., are raising expectations and hopes for a new society based on the norms of equality and equity."

The problem of exploitation and oppression of women is age old. It has been seen with equal complexity in every era of history. Many struggles and reform works have been and are being done in this direction. There is also legislative change, but it does not seem to be meaningful. Even today, caste bias can be clearly seen in the daily news in newspapers, be it health, nutrition, education or business! However, with the concept of development gaining ground today in every respect, let us try to know the status of health, nutrition, education and business in terms of caste bias. Before that, let's have a look at the lifelong inequality with women in terms of caste bias.

Inequality with women in terms of caste bias ((Inequality With Women Regarding Gender Bias)

What kind of discrimination does the Indian government do against women and girls in 2007 and at what stage in life is this discrimination done?, presents a cycle of it, which presents a vivid picture of caste prejudices.

(1) Control over women's productivity and labor power (Control on Production and Labor of Women):

Men control women's productivity both inside and outside the home. Female husband in rate, provides all kinds of services free of charge to children as well as other members, and a woman who works or works outside the home is restricted by her husband. For example, the husband forces her to work outside or prevent her from working as per his convenience.

(2) control over health (Control on Health):

To go to the hospital or not to go to the hospital in case of illness, which hospital to go etc. decisions cannot be taken by a woman by herself. In most societies, women do not even have the freedom to decide how many children to give birth to, when to give birth, whether to use contraception or not.

(3) Women's Mobility (Dynamism of Women):

In order to have complete control over women, it becomes necessary to restrict their movement. Veil practice, not crossing the threshold, not participating in decisions, limited interaction with other members of the opposite sex.. etc. control over women. is imposing.

(4) Control over property and other financial instruments (Control on Property and Economic Means):

Most of the property and means of production are controlled by men. Generally property is passed from father to son. Women are also entitled to own such properties but with traditional customs, due to practices, emotional ties, social beliefs and sometimes violence, they are not given possession of the property.

(5) Legal system (Legal Provision):

In most decades the legal system is male dominated. So the legal system, the legal system, judiciary, judges and lawyers largely have male-dominated attitudes towards legal interpretation.

As stated above. According to, the roles of men and women in our social structure have been determined by society and apply to each man and woman to a greater or lesser extent. Based on these roles, various statistical data should be seen to understand the gap between the development of men and women in the society due to the gender discrimination seen between men and women in the prevailing circumstances and the restrictions imposed on women.

Health and nutrition between men and women within the curriculum, let us try to know the status of caste biases in education as well as profession, which shows that even in the 21st century, the society is not free from caste biases.

Gender Bias in Health and Nutrition (Gender Bias Health and Nutrition)

There is a saying in Gujarati that, "The first happiness is to do it by yourself." A person should be aware of his physical and mental health and increase his immunity. The real value of health is to understand that health and its maintenance are very important for human existence.

Since the Alma-Ata Conference of 1978, health has been declared a basic human right in developing countries and health and nutrition have been recognized as a fundamental national responsibility. In the Indian polity, health is the responsibility of the state governments. However, some important health programs are funded by the central government. Gujarat is an economically developed state, but along with development, it is necessary to increase the health and well-being of everyone in the society. In terms of health and nutrition, maternal, child mortality, infant mortality, nutritional status, life expectancy status, it is clear how much inequality prevails regarding the health and nutrition of men and women.

(1) Maternal-mortality (Mother Death Ratio):

Maternal mortality is the number of births per one lakh live births Mortality rate of childbearing women aged 15 to 49.

- In developing countries, a woman dies every two minutes. This is because women do not get proper treatment for problems that arise during pregnancy or childbirth.

- Year in India In 2011, the maternal mortality rate increased during the year as compared to 1992-93, which shows that, despite these advances in the medical field, the maternal mortality rate could not be reduced.
- The increase in maternal mortality among women is of crude origin Nutritional deficiency, inadequate health facilities and Information is responsible.
- Presently in Gujarat As many as 55.3% women suffer from anemia (vitiligo).
- Volume of hospital deliveries only 56.5 % and safe delivery rate was found to be only 62.1 %.
- India ranks second in the world in maternal mortality. Only in the country Only 42% of births take place under the supervision of a qualified doctor.
- Nobel laureate Amartya Sen has said that, the reason for the higher female mortality rate in Asian countries is that women do not have access to better nutrition, better health care and medical treatment compared to men.

(2) Child mortality (Child Death Ratio):

Infant mortality rate measures the number of deaths of children under one year of age per 1,000 live births.

- The United Nations (UN) General Assembly set a target of reducing child mortality by 2015 as one of the goals set at the beginning of the 21st century. India could not achieve that target.
- In 2010, India's infant mortality rate decreased by 27.9% compared to 2001., while in Gujarat it has decreased only by 16.60%.
- Every year Gujarat government spends Rs 2,000 crore on health. And 100 crores for mother and children. spending? A lot of assistance is also given from the central government in this regard. However, child mortality and maternal mortality have not been reduced as much as desired.

(3) Infant mortality rate (Toddler Death Ratio):

What is the proportion of deaths among children under the age of five in the infant mortality rate?, it is measured.

That's one child out of every 1,000 live births who doesn't see their 5th birthday, i.e. dying before completing 1 year, is taken into account. In India and Gujarat, the infant mortality rate has decreased by 33.93% and 48.29% in 2011 compared to 1998 respectively. That is, the efforts to control the infant mortality rate in Gujarat seem to have been successful to some extent.

(4) Nutritional status (Situation of Nutrition):

A person does his daily physical work, requires sufficient energy to maintain body temperature, for metabolic activity, and to aid growth. A study by the National Nutrition Monitoring Bureau (NNMB) has concluded that around 50% of women in India are energy deficient.

United Nations Development Program (According to UNDP's Human Development Report, 88% of pregnant women (aged 15-49) are undernourished. Every year 1.5 crore girls are born in India, but half a crore girls do not see their fifteenth birthday, one third die within the first year of birth. The understanding that if the woman is healthy, the family will be healthy, is not yet developed.

Women and girls eat with the men or elders of the house, such a trend is observed. By giving the status of Annapurna to a woman, she is exploited in a sense. In very few families women, men and all the members of the household sit down to eat together. To eat what the women cook.

A nutritious diet is planned for boys or men, but it is explained that it is his religion to take joy and satisfaction in making everyone happy. Pregnant women also may not get enough of a nutritious diet.

NITI Aayog (2018) has shown that the condition of Gujarat's health department has deteriorated. Government schemes for child nutrition are not giving effective results. The number of malnourished children has increased steadily in the last 10 years and the budget allocation cannot be fully spent.

In Gujarat, 12.59 lakh children from poor families are victims of malnutrition. Children are among the nearly 58 lakh people suffering from malnutrition in the state, including adolescent girls, pregnant women and expectant mothers.

According to a 2015-16 report, approximately 38% of children in Gujarat are below normal height, 26% children were malnourished and underweight and 39% children were underweight. All these are symptoms of malnourished children. 56% of children were found to lack adequate protein, vitamin X and calories.

midday meal, Dudh Sanjeevani, Breakfast in Anganwadi, Despite such schemes the stigma of malnutrition has not been eradicated from Gujarat yet.

Currently, 55% of women and 80% of children in Gujarat suffer from malnutrition. In Gujarat, less than 50% of women who breastfeed in the first hour after birth have been recorded.

18 lakh women and children could not be provided with affordable food. Malnutrition occurs due to lack of adequate energy.

Gujarat government in two and a half years Rs. More than 1000 crores have been spent on malnutrition schemes. Fortify Auto, premix packets of nutrition have been prepared and the Department of Women and Child Welfare and Health has allocated about Rs. More than 120 crores have been spent on public awareness alone.

Today the situation is like that, the poor people of the country do not get regular food and suffer from hunger. The rest of the population overeats and becomes obese. This situation can be changed only through collective awareness and shared efforts.

Caste Prejudice and Education ((Gender Bias and Education)

"An educated healthy daughter means a healthy mother, exactly a healthy society." Today, the modern educated society has adopted the daughter to some extent. But on the other hand, in areas where there is a lack of education, the daughter is still considered as a 'snake's burden'. Everyone has decided to revolutionize the society in this regard. In 1882, the female literacy rate was 67%.

At present the total literacy rate in Gujarat is 79.31. It is 87.23 in males and 70.73 in females. India's literacy rate is 74.04, compared to that, Gujarat has a higher literacy rate.

Among those with less than fourth grade education worldwide, about 66 percent are women and girls. The US According to a 1998 report by the (US) Department of Commerce, the biggest barriers to female education in India are inadequate school facilities (health facilities), lack of female teachers, and gender bias in the curriculum, (most women are portrayed as weak and helpless.)

The gender gap in terms of literacy is decreasing. It is commendable. The gap in rural areas was 24.6 in 2001 which has reduced to 19.8 in 2011., and in urban areas it has decreased to 9.8 from 13.4 respectively. But it can be said that there is still female literacy in rural areas.

Female literacy is low in geographically deep and economically backward areas. Female literacy rate has increased due to various government schemes, but there are issues of wastage and stagnation.

Gunotsava and With the initiative of 'Mission Mode Implementation' women are given special facilities in higher secondary and higher education.

Caste Discrimination at the Work Place (Gender Discrimination at Workplace):

Each is made up of women and men and it is very important to know how they are involved in professional work. As women became educated, they took on financial responsibilities. It also had a positive impact on the financial status of the family. It had

both good and bad results in the family and social sphere. Highly educated women started marrying relatively late, they began to have children few and late. Marriage is no longer a lifelong bond. The ancient tradition of maintaining or losing marriage at any cost is now breaking down. A woman has wanted a partner in marriage from the very beginning. Ratri-empowerment has played an important role in the growing number of nuclear families. Yet the workplace is still dominated by men and there is caste discrimination, which means the following.

"Caste Discrimination in Work-Related Matters AD. 1975 (as amended in 1986): It is unlawful to discriminate against men or women in employment, education, housing or goods and services and in advertising for these goods."

"The Equal Pay Act (Under the Equal Pay Act 1970 and 1981, as amended) if women are performing the same (or substantially the same) work as men, or the work is considered to be of equal grade under a job evaluation scheme, or the work is of equal utility. , then women should be paid the same as men. European law also says that women and men should receive equal pay for equal work." Laws provide for equality, but in practice (except in government jobs) it is not enforced. Discrimination between men and women in the workplace is seen globally and is universal.

Inherent Discrimination(Natural Discrimination):

As far as nature is concerned, the distinction of work between the two castes was pure and simple. Procreation responsibility produced biological differences. Men brought raw materials for food, hunted fish, went to fight and women looked after the house, prepared food and clothes. The man was skilled in forest work and the woman in household work. They both made and owned the tools that were needed. Thus, the share of productive property was shared by women and men.

Social division of labor(Social labor Discrimination):

Such division of labor is still found in almost all conglomerates today. Division of work is done in society according to caste. A woman cooks at home, child rearing and

housekeeping, cleaning, maintaining family relationships. When a man goes for a living and gives whatever amount of earnings he can give to a woman.

Professor George Murdorf has studied about 220 societies and said that, 158 In societies cooking for women was indispensable in the division of labour. 101 Livelihood was imperative for men in societies, hunting, fishing, boat building etc. were male activities while water and food preservation etc. were female activities.

Here the work areas of men and women are different. Both were interdependent, there was shared ownership of the means of production and there was no exploitation price anywhere. This discrimination in the workplace is natural and inherent. Both men and women work together.

Prejudicial discrimination(Biased Discrimination):

But the socio-cultural differences created by workplace discrimination create gender biases and create conflicts. The awareness that this discrimination in the workplace was prejudicial came from the time when women joined labor outside the home as a result of industrialization., can be said.

Let's look at some of the differences. More than 90 percent of women work in the unorganized sector in our country.

The United Nations states that, women make up 66% of the world's work. 50% produces food, but owns 1% of income and 1% of wealth.

In 1981, out of 221 lakh working persons, 176 lakh males and 45 lakh females were working. In 1991 there were 63 lakh females against 216 lakh males out of 270 lakh persons.

Women's choice mostly clerks, Typist, Telephone / Computer Operator, Receptionist, Teachers, Nurses. While the participation of men was more in positions like engineering, army, police, lawyer, judge, director, doctor.

Women are paid less than men despite doing the same job in terms of pay. This distinction is indeed significant. Discrimination in the workplace prevails in almost all social groups and classes.

Caste: Equality ((Equity) :

Geeta Chavda (2001 - 'Stri Saptak' Van No - 133 to 150) states that, in the early 1970s, some women's organizations in America, which were involved in the development process, initiated the equity approach. It has its roots in feminist thought. The main thrust of this approach is to prevent and reduce inequality between men and women. It has been advocated to give certain rights to woman as an individual. It is seen as an active partner in the development process. Especially its productive role is emphasized.

very clearly 'Equity' originated in Roman law with its legal meaning. During the process of industrialization in the 19th century, workers freely used this concept for their economic and social justice. The concept has been used in the context of social justice for marginalized groups or underdeveloped people in every field.

According to Linguistically Meaningful Spelling, Samata means 'equality' or 'sameness'.

According to the Oxford dictionary in the English language, it means 'Equity of being equal or fair, fairness, impartiality'. That is, includes the meaning of fairness, fairness, non-discrimination.

"In Economics fairness of Equity' means. According to Rajyashastra, it is interpreted in terms of a person's legitimate right to identity. Equality in law is defined as the system of equality of justice. towards Individuals are equal in justice. In spiritual terms also, 'Samata' means 'development of the quality of detachment in the pursuit of good and bad objects'. Thus, 'Samata' is defined by various scriptures.

WHO defines gender equity as "fairness and justice in the distribution of benefits and responsibilities between women and men" and indeed the term gender equity seems often juxtaposed to social justice.

At the Fourth World Conference of UNESCO at Baijig, equality was defined as follows.

"Gender Equity means fairness of treatment for women and men, as per their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities."

Gender equality is linked to development activities. The concept of equality was developed with the view that both men and women should have equal opportunities for development. Even though it has a different meaning or definition in different scriptures, but in terms of caste, both are implicitly treated as equals.

Gender: Equality (Equality) :

"Equality between women and men or gender equality-promoting the equal participation of women and men in making decisions; supporting women and girls so that they can fully exercise their rights; and reducing the gap between women's and men's access to and control of resources and the benefits of development."

According to the Sarth dictionary 'Equality' is given as meaning 'same quality' 'having the same quality'. Another meaning is also given as 'to treat everyone as equal'. Therefore, from the point of view of language, equality and equality seem to have similar meanings, but according to the Oxford dictionary, there is a subtle and indicative difference in the meanings of both. It gives five meanings of 'equality':

- (1) Equality means number, the same position in amount, price, intensity.
- (2) Reputation, a state of equality in respect of 'equality' of position or privilege.
- (3) Authority, merit and even equality in nobility or danger.
- (4) Equality without discrimination in person, justice or justification or proportion or equal share in a thing.
- (5) Surface, sameness in terms of size, shape, condition, motion or process.

Here an attempt has been made to elaborate the meaning of equality. Equality means non-discrimination and equality means equality, an equal share in the attainment of shape,

amount, magnitude, position, prestige, power, merit, etc. Equality has an emphasis on equal and fair sharing. When Samata asks to see unity.

Constitutional provisions for caste equality (Constitutional Provisions for Gender Parity):

Constitution of India 26th January, came into force on the day of 1950. This was a quiet revolution for the society. Indian society, divided into small groups, could be united into a single fabric through the Constitution. Constitution is the basic written document of our country, according to which the government governs the country.

Fundamental rights(Fundamental Rights):

The Fundamental Rights are enshrined in the Articles of Part-III of the Constitution of India, which treats every Indian citizen as equal regardless of caste, religion, caste or gender and gives the right to equality, including the following fundamental rights.

- (1) Equality aDhiCars (Articles 14 to 18) ((Right to Equality)
- (2) Right to liberty (Articles 19 to 22) ((Right to Freedom)
- (3) Exploitation vs. aDhiCars (Articles 23 to 24) ((Right against Exploitation)
- (4) Right to Freedom of Religion (Articles 25 to 28) ((Right to Freedom of Religion)
- (5) Cultural and educational right (Articles 29 to 30) (Cultural and Educational Rights)
- (6) Right to Constitutional Remedies (Article 32) ((Right to Constitutional Remedies)

Under all these fundamental rights women get the following constitutional rights or rights, its brief information.

Any person shall be treated equal before the law. This law will apply equally to every person, male or female.

religion, caste, colour, sex, place or birth cannot be discriminated against. Thus, gender based discrimination cannot be made between men and women.

Equality of opportunity is given to every citizen in public services. Women also get equal employment opportunities.

Every person is free to live his life freely.

A total of 6 types of freedom have been given in the constitution, which automatically gets women too. A

- (1) Right to assemble without arms in public places
- (2) Freedom to form associations (co-operatives, Non-Governmental Organizations)
- (3) Freedom to move freely anywhere in India
- (4) Freedom to settle anywhere in India
- (5) Freedom of speech and free thought
- (6) work at any place in India (Freedom to do Business).

- Unhealthy trade and practices have been eradicated, in which Children below 14 years of age should not be employed There is a provision.
- Every woman has the right to receive free and competent legal aid without income limitation.
- Men and women are entitled to equal pay for equal work.
- Special provisions have been made for maternity assistance for pregnant women.
- It is the duty of every citizen to desist from such practices that demean and harm the dignity of women.

- Anyone can protect their fundamental rights under the right to constitutional remedies. If deprived of fundamental rights can resort to court. A writ can be filed to preserve these rights.
- Right to free basic primary education. Primary education should be provided free of charge to children aged 6 to 14 years.
- Right to security against arrest, wherein no person can be arrested without showing cause and if so, he has to be produced before the nearest court within 24 hours.
- Discrimination on the basis of caste is fundamentally a violation of freedom and human rights and has also suggested that, women's rights are a part of human rights.
- The specialty of human rights is that, no person is inferior or superior to another person. Every human being has the right to live in dignity. This right is also a fundamental right of women and therefore torture, inhuman and degrading treatment of women is a violation of human rights.
- A special Human Rights Protection Act was passed in 1993 for human rights in our country. A National Human Rights Commission has also been constituted under that Act. Its awareness purpose on 10 December 'Human Rights Day' is also observed. According to this right, women also get the right to lead a self-respecting life.